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ABSTRACT

This report presents an analysis and synopsis of doctoral and postdoctoral leadership grants funded by the Office of Special Education Programs, Division of Research to Practice, from 1990 through 1996. Doctoral level training grants typically propose programming for the preparation of a truly integrated professional. Postdoctoral training grants provide training in areas such as new technology and innovative approaches to training special educators and related services personnel. Issues in the leadership grant program are identified, including whether nondoctoral programs in administration are eligible and whether doctoral programs that are not school oriented should be funded. A section of tables and charts provides information on funding levels of new grants each year, grants by type of degree, major focus areas of grants, annual average costs to train students, number of minority grants, and number of minority students in the leadership program. The following section summarizes highlights of new leadership grants awarded each fiscal year from 1990 through 1996. Attached, but not included in the analysis, are complete summaries of new grants awarded in fiscal years 1997 and 1998. (DB)

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ED 420 959

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
DIVISION OF RESEARCH TO PRACTICE

LEADERSHIP GRANTS FUNDED FROM 1990 - 1996

Robert J. Gilmore, Ph.D.

Revised July 14, 1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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EC 306531

INTRODUCTION

The information on the following pages is an analysis and synopsis of doctoral and postdoctoral grants from FY 1990 through FY 1996. There is a section on Highlights of Leadership Grants that offers a brief description of all leadership grants funded since FY 1990 irrespective of whether they ended in FY 1997 or earlier. Information is not yet available on the FY 1997 competition. Some information from FY 1990 and FY 1991 was not available. This will be noted where appropriate and data will be presented only from FY 1992 through FY 1996. At the end of the document there are two forms that project officers complete which are the sources that the information in this document is based on. An important caveat is that many of the numbers cited are duplicative. For example, a student may be in a program that focuses not only on technology but also on hearing impairment. This should be kept in mind when reviewing the data. If you have one of the grants in the Highlights section and the synopsis may not be quite accurate please let me know and I will make the appropriate changes. The Highlight section was based on the abstract submitted with each grant.

A. OVERVIEW

The Preparation of Leadership Personnel recognizes the need for skilled doctoral and post-doctoral level special educators and related services personnel, as well as their importance to the continued growth and availability of quality services for children with disabilities. Doctoral level training grants typically propose programming for the preparation of a truly integrated professional. Postdoctoral training applications provide training in such areas as new technology and innovative approaches to training special educators and related services personnel. Postdoctoral level training recognizes the need for continuous updating of the professional knowledge and skills of leadership personnel. Such training may be designed for scholars, education practitioners, and other postdoctoral professionals involved in the education of children and youth who have disabilities.

OSEP has at times invited applications to respond to specific needs of the field through competitive priorities. In general, this has been successful as can be seen by the increase in applications submitted to the Leadership competition that address the need for school restructuring and reform. For example, in FY 1992 the number of applications submitted to the Leadership Competition was 3, in FY 1993 the number was 5, in FY 1994 the number was 7 and in FY 1995 the number jumped to 21. In FY 1996 the number decreased to 16.

B. ISSUES

There have been some issues related to leadership in general and the Leadership Competition in particular that have been raised frequently by staff and some colleagues in the field. Most of the issues have been discussed informally or incidently without any resolution or action. Although we may assign degrees of importance to each issue, nevertheless, some are of such importance that they could have a major impact on both the competition and training programs. Some of the issues are:

- Should nondoctoral programs in administration be allowed in the Leadership Competition?

- Should doctoral programs be funded that are not school oriented?

- Should postdoctoral programs continue to be funded in the Leadership Competition?

- Should graduates be required to work in a school setting for a few years as a form of "pay back" for receiving student support from OSEP?

- Should doctoral programs be funded that are not training individuals for strictly leadership positions?

- Should there be competitive priorities and, if so, in what areas? How should these areas be determined?

- Should programs that are new or improved be a requirement for funding? How do you determine whether an existing program is sufficiently improved? Should there be objective criteria to determine this?

- Is it preferable to have fewer awards but significantly higher funding amounts for each grant, e.g., $200,000? Or, is it preferable to have more grants funded but for lesser amounts

The above are some issues that have been raised or discussed over the past few years. Any suggestions or recommendations from the field is appreciated on these as well as other issues that have been identified or need to be identified. This Leadership Conference is an appropriate time to thoroughly discuss these issues and to make recommendations for policy initiatives.

C. ANALYSIS

1. New Grants - Fiscal Years 1990 - 1996

Table 1 indicates the number of *new* applications submitted (in parenthesis) from FY 1990 through FY 1996, the number funded, funding amount and amount budgeted for each year. It should be noted that the amount funded exceeds the amount of funding that was available in FY 1991, FY 1993, and FY 1996. This was due to the availability of additional funds from other competitions that did not have enough quality applications to justify using all the funds available, usually because disapprovals were given to applications just beyond the funding range. This also happened in FY 1990, FY 1992 and FY 1995 in the Leadership competition. In FY 1990, $2,500,000 was budgeted but only $2,245,433 was used. In FY 1992, $3,500,000 was available and only $3,278,313 was used; and, in FY 1995, $2,000,000 was budgeted and only $1,761,719 was used. In FY 1994, $2,000,000 was budgeted for the Leadership Competition while the actual funding amount was $ 1,985,758. Since there was only approximately $15,000 left no other applications could be funded under the Leadership Competition. The $15,000 was used in another competition.

TABLE I

FUNDING LEVEL OF LEADERSHIP GRANTS AND
NUMBER OF *NEW GRANTS* FUNDED EACH YEAR

FISCAL YEAR	NUMBER OF APPLICATIONS FUNDED		AMOUNT FUNDED	FUNDING AVAILABLE	AVERAGE AWARD
	Submitted	*Funded*			
1990	(92)	28	$2,245,433	$ 2,500,000	$80,194
1991	(100)	21	$2,058,952	$ 2,000,000	$98,045
1992	(107)	35	$3,278,313	$3,500,000	$93,666
1993	(84)	25	$2,506,568	$ 2,000,000	$100,262
1994	(83)	19	$1,985,758	$ 2,000,000	$104,513
1995	(81)	17	$1,761,719	$ 2,000,000	$103,631
1996	(70)	15	$2,259,749	$ 1,750,000	$150,649
TOTAL	(617)	160	$16,096,492	$15,500,000	$101,524

Note the average award from 1990 to 1995 was $96,718. The larger funding amounts allowed in FY 1996 increased the total average by about $5,000.

II Type of Degree Program - Fiscal Years 1992 - FY 1996

Table II describes leadership training programs in terms of whether they are doctoral, doctoral/postdoctoral, doctoral/specialist, specialist or are exclusively postdoctoral in nature

TABLE II
TYPE OF DEGREE PROGRAM

DEGREE	FY 1992	FY 1993	FY 1994	FY 1995	FY 1996
Doctoral	87	87	89	80	74
Doctoral/ Postdoctoral	12	16	14	14	14
Doctoral/ Specialist	2	2	0	0	0
Postdoctoral	5	5	4	4	5
Specialist	1	1	1	1	1
TOTAL	107	111	108	99	94

Table II shows that the number of training programs that awarded only doctoral degrees decreased from 87 in FY 1993 to 74 in FY 1996. The other degree areas have remained steady except that there have been no doctoral/specialist training programs since FY 1993. However, it should be noted that in FY 1996 the estimated range of awards was significantly higher than in previous years and without that increase an additional four or five applications would have been funded. In FY 1996 the estimated range of awards was $175,000 - $200,000 compared with previous years when the range was $75,000 - $125,000.

III. Characteristics of Grants (New and Continuation) FY 1992 - 1996

Table III describes **characteristics of grants** that were funded from FY 1992 through FY 1996. Some of the data are duplicative since, for example, a grant may focus on the training of minority students while at the same time the major area of study may be administration. Data from FY 1990 and FY 1991 were not complete and are not included.

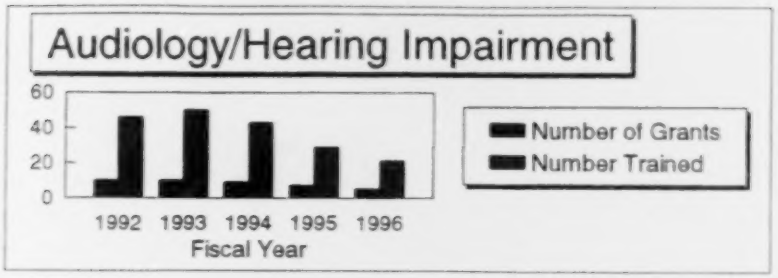
Analysis of ***Table III*** indicates that there were significant **decreases** in the number of students being trained in certain areas. The number of students in augmentative communication has steadily and dramatically declined since FY 1992 - from 23 in FY 1992 to zero in FY 1996. Likewise, the number of students being trained in audiology/hearing impairment has steadily declined from 46 in FY 1992 to 21 in FY 1996. There were also major **increases** in certain areas. Minority enrollment, school reform, collaboration, autism, infant/preschool and transition have seen increases.

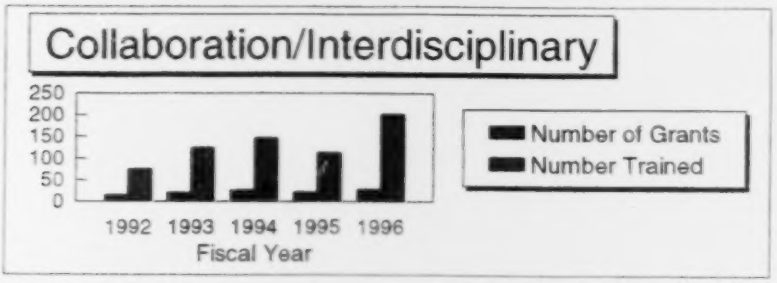
TABLE III

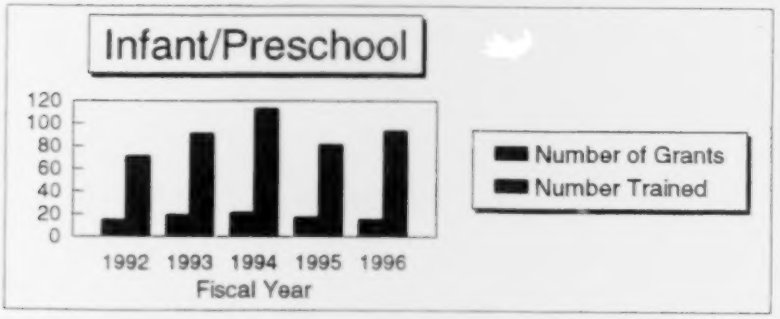
ESTIMATED NUMBER TRAINED BY MAJOR FOCUS AREA
INCLUDES DUPLICATE COUNTS
(NUMBER OF GRANTS IN PARENTHESES)

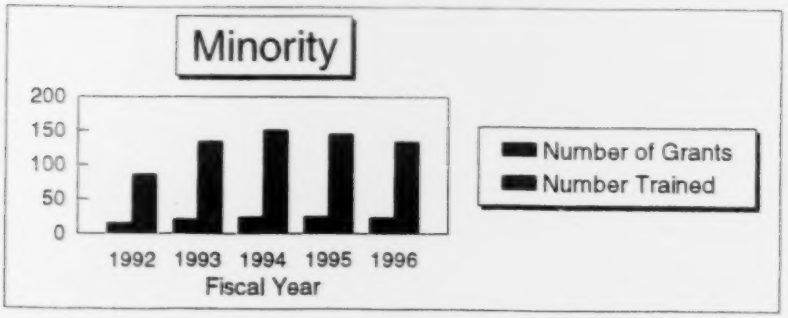
MAJOR FOCUS AREA	FY 1992	FY 1993	FY 1994	FY 1995	FY 1996
Administration	72 (11)	91 (13)	89 (13)	74 (11)	89 (11)
Adapted Physical Ed	17 (4)	19 (4)	18 (4)	18 (4)	15 (4)
Audiology/Hearing	46 (10)	50 (10)	43 (9)	29 (7)	21 (5)
Augmentative Communication	23 (5)	12 (3)	16 (4)	3 (1)	0
Autism	5 (1)	8 (2)	8 (2)	14 (3)	17 (3)
Collaboration/interdisciplinary	75 (15)	124 (20)	147 (27)	113 (21)	201 (28)
Deaf	5 (1)	11 (2)	11 (2)	10 (2)	11 (2)
ED/LD	64 (10)	77 (13)	100 (17)	66 (13)	60 (10)
Family	13 (3)	30 (6)	42 (7)	29 (6)	35 (6)
Infant/Preschool	71 (15)	91 (19)	113 (21)	81 (17)	93 (15)
Minority	86 (15)	134 (20)	150 (23)	145 (24)	134 (22)
Occup/Phys Therapy	7 (2)	11 (2)	7 (2)	8 (1)	6 (1)
Psychology	22 (4)	46 (8)	41 (7)	37 (7)	65 (9)
Reform/Inclusion/LRE	33 (6)	41 (8)	45 (9)	63 (12)	75 (13)
Rural	15 (3)	15 (3)	18 (3)	11 (2)	10 (2)
Speech-Language	47 (10)	63 (12)	45 (11)	56 (13)	47 (10)
Severe	87 (14)	77 (12)	100 (16)	71 (12)	65 (11)
Technology	17 (3)	22 (4)	22 (4)	19 (3)	19 (3)
Transition	43 (5)	60 (8)	58 (8)	81 (13)	102 (12)
Therapeutic Rec	16 (4)	9 (2)	9 (2)	5 (1)	10 (1)
Visual/Blind	13 (3)	7 (2)	14 (2)	3 (1)	0

BAR CHARTS FOR TABLE III

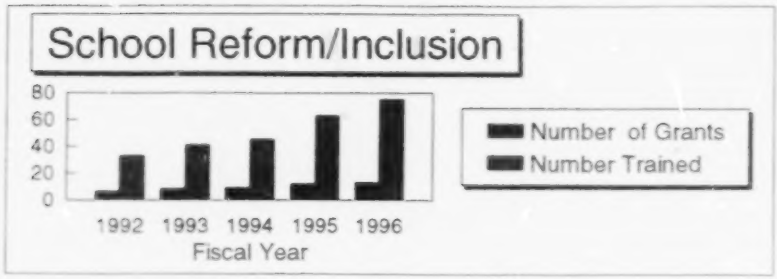


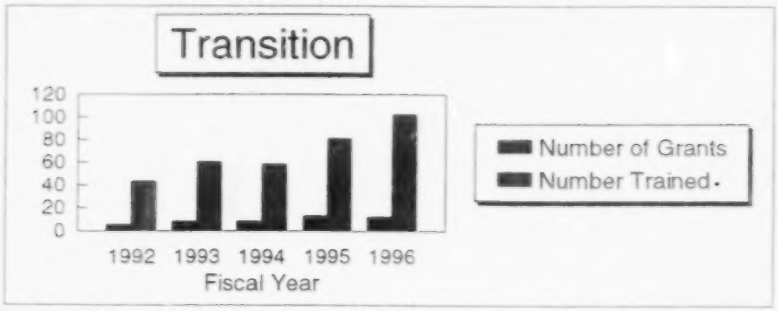


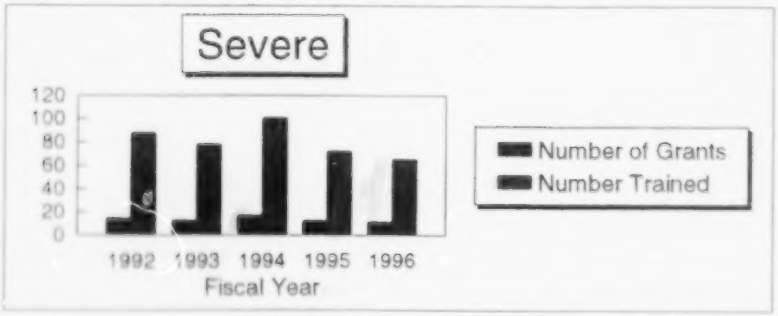




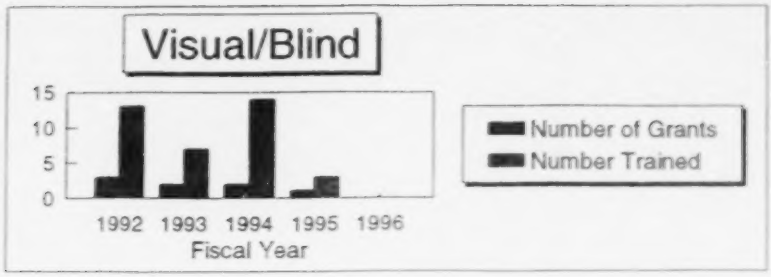
Psychology
80
60
40
20
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained


School Reform/Inclusion
80
60
40
20
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained

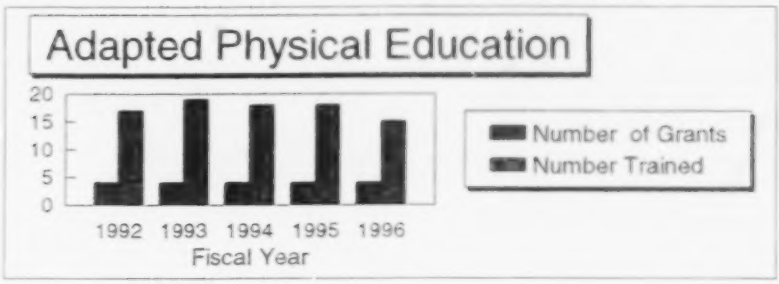

Transition
120
100
80
60
40
20
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained


Severe
120
100
80
60
40
20
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained

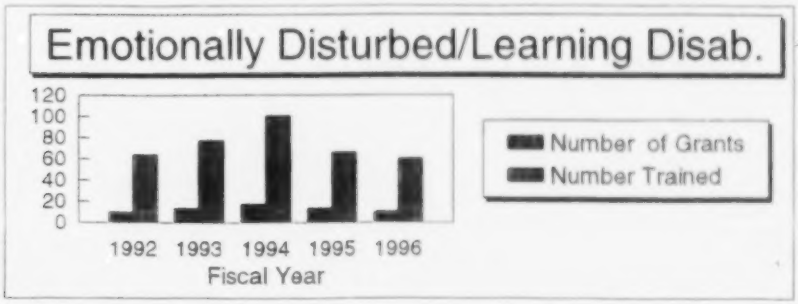
Autism
20
15
10
5
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained

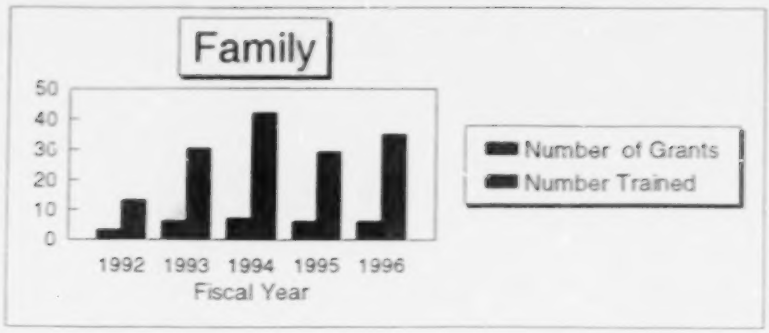

Visual/Blind
15
10
5
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained

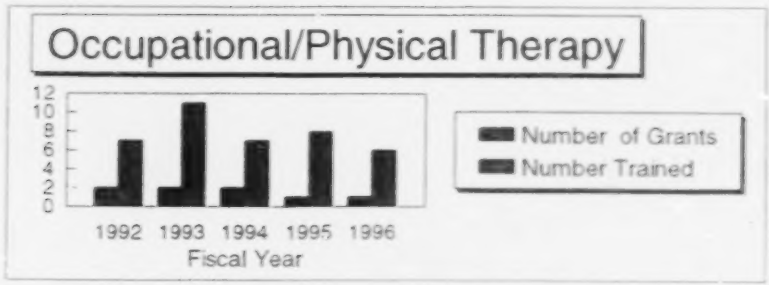
Administration
100
80
60
40
20
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained

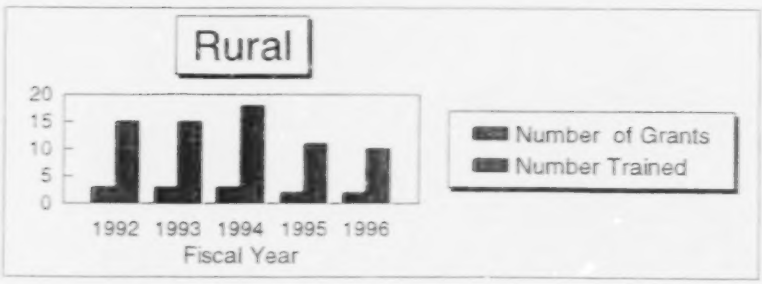

Adapted Physical Education
20
15
10
5
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained

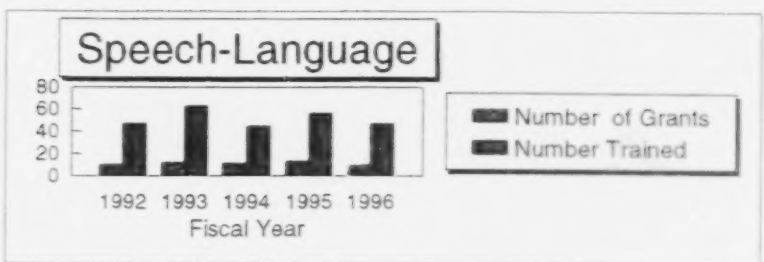
Deaf
12
10
8
6
4
2
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained

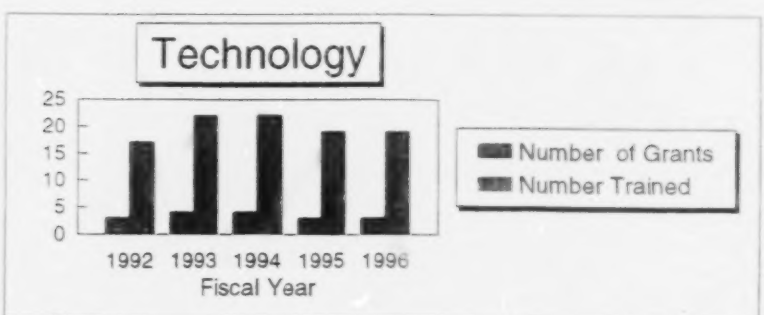

Emotionally Disturbed/Learning Disab.
120
100
80
60
40
20
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained

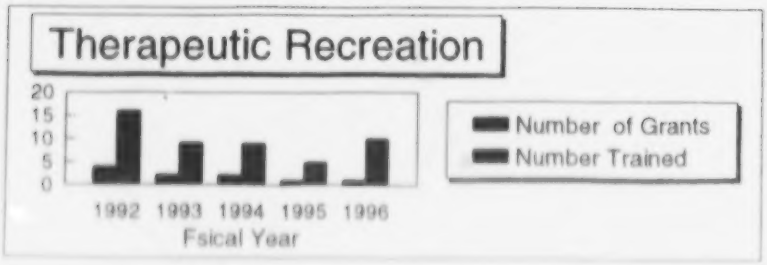

Family
50
40
30
20
10
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained


Occupational/Physical Therapy
12
10
8
6
4
2
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained


Rural
20
15
10
5
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained


Speech-Language
80
60
40
20
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained


Technology
25
20
15
10
5
0
1992 1993 1994 1995 1996
Fiscal Year
Number of Grants
Number Trained


Therapeutic Recreation
20
15
10
5
0
1992 1993 1994 1995 1996
Fsical Year
Number of Grants
Number Trained

IV. Number of Students Trained, Level of Support, Staff Costs
(New and Continuation Grants)

Table IV gives the estimated number of students trained and the level of student support and percentage of the support in relation to the overall funding amount. Staff costs are also included in the table. The number of students trained is only estimated because the figures are supplied by project directors in their new or at the beginning of their continuation grants. These figures may change through the course of the year since some students may leave the program, others may graduate at mid-year, etc.

TABLE IV

NUMBER OF STUDENTS TRAINED, LEVEL OF SUPPORT AND STAFF COSTS

Fiscal Year	Number of Grants	Funding Amount	Number of Students	Student Support	Percent of Costs	Staff Costs	Percent of Costs
FY 1992	107	$9,643,513	573	$6,258,711	.65	$1,641,083	.17
FY 1993	111	$10,730,388	636	$6,891,051	.65	$1,699,836	.16
FY 1994	108	$10,751,125	615	$7,224,154	.68	$1,660,534	.16
FY 1995	99	$10,255,467	546	$6,562,501	.64	$1,745,804	.17
FY 1996	94	$10,647,627	580	$6,709,380	.65	$1,602,036	.15
TOTAL	519	$52,028,120	2,950	$33,645,797	.65 average	$8,349,293	.16 average

The number of ***new*** and ***continuation grants*** funded since 1994 has declined. However, in FY 1996, the estimated range for the new awards increased significantly, viz., $175,000 - $200,000. Without this deviation from prior years another four or five grants would have been funded. This would have increased the number to 98 or 99 being funded in FY 1996, the same as in FY 1995. Except for FY 1992, the funding available for new and continuation grants has been fairly constant. The number of students being trained decreased significantly in FY 1995 compared with the previous two years, mainly because fewer grants were funded. FY 1996 shows an increase but still considerably fewer than in FY 1993 and FY 1994, again primarily due to fewer grants being funded. The level of student support and the percentage of student support has been relatively constant since FY 1992. Staff costs and percentage of staff costs have also remained relatively constant since FY 1992.

Table IVa gives the annual average cost to train students in the Leadership program since 1992

TABLE IVa

ANNUAL AVERAGE COST TO TRAIN STUDENTS
IN THE LEADERSHIP PROGRAM-
(NEW AND CONTINUATION GRANTS)

FISCAL YEAR	NUMBER OF GRANTS	FUNDING AMOUNT	NUMBER OF STUDENTS	STUDENT SUPPORT	AVERAGE STUDENT SUPPORT	AVERAGE COST PER STUDENT PER YEAR
FY 1992	107	$9,643,513	573	$6,258,711	$10,922	$16,829
FY 1993	111	$10,730,388	636	$6,891,051	$10,834	$16,872
FY 1994	108	$10,751,125	615	$7,224,154	$11,746	$17,482
FY 1995	99	$10,255,467	546	$6,562,501	$12,019	$18,703
FY 1996	94	$10,647,627	580	$6,709,380	$11,567	$18,358
TOTALS	519	$52,028,120	2,950	$33,645,797	$11,418	$17,649

Based on the above data, on the average, **it cost $17,649 to train a student in the leadership program each year.**

V Minority Grants

Table V identifies the number of ***new and continuation*** grants that focus on minority or under-represented groups. The number of students trained does not necessarily mean that they are from minority or under-represented groups. **The *Number of Grants by Ethnic Group*** column lists the number of grants concentrating on training students for service provision to Hispanic Americans, African Americans, Asian Americans and Native Americans although, as just stated, not all students in these programs are from minority groups. **There were no grants** focusing on recruiting or serving primarily Asian Americans. This does mean that Asian Americans are not being trained in the Leadership program. See *Table VI* for the number of minority or under-represented students that has been reported in the Annual Performance Report by project directors as being enrolled in their programs.

TABLE V

NUMBER OF MINORITY GRANTS
NUMBER TRAINED AND LEVEL OF STUDENT SUPPORT

FISCAL YEAR	Number of Grants	Number of Minority Grants	Percentage of Leadership Grants	Number Trained	Level of Student Support	Number of Grants by Ethnic Group
1992	107	15	.14	86	$ 757,420	Hisp 2 Afro 1 Native 1 Asian 0
1993	111	20	.18	134	$ 1,159,587	Hisp 5 Afro 6 Native 2 Asian 0
1994	108	23	.21	150	$ 1,321,841	Hisp 6 Afro 8 Native 2 Asian 0
1995	99	24	.24	145	$ 1, 474,915	Hisp 8 Afro 7 Native 3 Asian 0
1996	94	22	.23	134	$ 1,599,785	Hisp 8 Afro 8 Native 2 Asian 0
TOTALS	519	104	.218	649	$ 6,313,548	*

* The Number of Grants by Ethnic Groups column was derived from a total of *19 different universities* or *university programs* that had recruitment of minority students from specific ethnic groups as a *major focus* from 1992 to 1996.

VI Number of Students from Minority or Under-represented Groups

Data on the number of students from minority or under-represented groups were first collected in November of 1994 through the Annual Performance Report. Although the Annual Performance Report has been required by law for many years, submission of information on the number of students by ethnic group has been required only since FY 1993. Table VI reflects data submitted on November 30, 1994 and November 30, 1995. Data from the Annual Performance Report for November 30, FY 1996 have not been tabulated and analyzed. Hopefully this data will be available within the next few months.

TABLE VI

NUMBERS OF STUDENTS FROM MINORITY OR UNDER-REPRESENTED GROUPS
ANNUAL PERFORMANCE REPORT
SUBMITTED NOVEMBER 30, 1994 and 1995

Year	White	African American	Hispanic American	Native American	Asian American	Disabled
1994	514	85	68	5	17	20
1995	572	79	56	11	18	19
1996	NOT YET AVAILABLE					

The number of students reported on the Annual Performance Report submitted November 30, 1994 is 709. The numbers translate into .72 Caucasian, .12 African American, .10 Hispanic American, .01 Native American, .02 Asian American and .03 students with disabilities. The number of students reported on the Annual Performance Report submitted November 30, 1995 is 755. These numbers translate into .76 Caucasian, .10 African American, .07 Hispanic American, .01 Native American, .02 Asian American, and .03 students with disabilities.

The following is a list of the universities reporting in the Annual Performance Report the number of minority students in their programs.

NUMBER OF MINORITY STUDENTS IN THE LEADERSHIP PROGRAM
FROM ANNUAL PERFORMANCE REPORT
NOVEMBER 30, 1994

GRANT NUMBER	GRANTEE	AFRICAN AMERICAN	HISPANIC AMERICAN	NATIVE AMERICAN	ASIAN AMERICAN	DISABLED
H029D00005	HAHNEMANN UNV	1	0	0	0	1
H029D00024	UNV ALABAMA	3	2	0	0	1
H029D00052	GALLAUDET UNV	1	0	0	0	1
H029D00056	UNV OREGON	0	2	0	0	0
H029D00057	INDIANA UNV	1	0	0	0	1
H029D00069	UTAH ST UNV	0	1	0	0	0
H029D00081	UNV WASHINGTON	0	2	0	0	0
H029D00091	UNV OKLAHOMA	3	0	0	1	0
H029D10007	PENN ST UNV	0	0	1	0	0
H029D10008	VANDERBILT UNV	2	8	0	0	0
H029D10014	INDIANA UNV	1	0	0	1	0
H029D10020	NORTHWESTERN UNV	0	0	0	1	0
H029D10025	UNV SO FLORIDA	2	1	0	0	0
H029D10036	UNV WASHINGTON	0	0	1	0	0
H029D10054	OHIO ST UNV	1	0	0	1	0
H029D10059	UNV CONNECTICUT	1	1	0	0	0
H029D10070	MEMPHIS ST UNV	5	2	0	0	0
H029D10075	UNV MISSOURI	1	1	1	0	0
H029D10084	UNV NO TEXAS	2	2	0	0	0
H029D10085	UNV ILLINOIS	0	0	0	1	0
H029D10090	UNV OREGON	0	0	0	1	0
H029D10101	TEXAS A&M UNV	0	11	0	0	0
H029D10102	ILLINOIS ST UNV	12	2	0	1	1
H029D20002	UNV MINNESOTA	1	0	0	0	1
H029D20003	PENN ST UNV	2	2	0	0	0
H029D20004	AUBURN UNV	2	0	0	0	0
H029D20017	PURDUE UNV	0	1	0	0	0
H029D20020	OREGON ST UNV	0	2	0	2	0
H029D20027	UNV ALABAMA	3	0	0	0	1
H029D20031	FLORIDA ST UNV	2	0	0	0	0
H029D20032	PENN ST UNV	0	1	0	0	0
H029D20045	VIRGINIA POLY TECH	2	0	0	0	1

H029D20052	UNV NO COLORADO	0	0	0	0	1
H029D20060	UNV TEXAS	0	6	0	0	0
H029D20068	UNV NEBRASKA	1	0	0	0	0
H029D20069	UNV ARIZONA	2	6	0	0	0
H029D20070	UNV ARIZONA	0	2	0	0	1
H029D20071	UNV OREGON	0	0	0	1	0
H029D20072	UNV FLORIDA	1	0	0	0	1
H029D20081	UNV WASHINGTON	0	0	0	0	3
H029D20083	GEO WASHINGTON UNV	6	2	0	0	0
H029D20091	UNV TEXAS	0	2	0	0	0
H029D20104	UNV OREGON	1	0	0	1	0
H029D20106	UNV OREGON	0	0	2	2	0
H029D20112	UNV NO CAROLINA	2	0	0	0	0
H029D30009	JOHNS HOPKINS UNV	4	0	0	0	0
H029D30013	UTAH ST UNV	0	1	0	0	2
H029D30018	OHIO ST UNV	1	0	0	0	0
H029D30038	UNV KANSAS	1	0	0	0	0
H029D30045	UNV SO MISSISSIPPI	5	0	0	0	0
H029D30054	GEORGETOWN UNV	1	1	0	0	0
H029D30066	UNV WASHINGTON	1	0	0	0	0
H029D30072	UNV MASSACHUSETTS	4	0	0	0	0
H029D30083	UNV TEXAS	0	5	0	2	0
H029D90019	VIRGINIA TECH	1	1	0	0	1
H029D90062	UNV NO CAROLINA	3	0	0	0	0
H029D90068	SYRACUSE UNV	2	0	0	1	1
H029D90105	UNV WISCONSIN	0	0	0	0	1
H029D90110	UNV OREGON	0	0	0	1	0
H029D90114	UNV FLORIDA	1	1	0	0	1
*** Total ***		85	68	5	17	20

NUMBER OF MINORITY STUDENTS IN THE LEADERSHIP PROGRAM
ANNUAL PERFORMANCE REPORT
NOVEMBER 30, 1995

GRANT NUMBER	GRANTEE	AFRICAN AMERICAN	HISPANIC AMERICAN	NATIVE AMERICAN	ASIAN AMERICAN	DISABLED
H029D00024	UNV ALABAMA	2	0	0	0	0
H029D00035	UNV PITTSBURGH	0	0	0	1	1
H029D00059	UNV NO CAROLINA	2	1	0	0	0
H029D00081	UNV WASHINGTON	0	1	0	0	0
H029D00089	VANDERBILT UNV	2	0	0	0	0
H029D00094	UNV KANSAS	0	1	0	0	1
H029D10007	PENN ST UNV	0	0	3	3	0
H029D10036	UNV WASHINGTON	0	0	1	0	0
H029D10054	OHIO ST UNV	0	1	0	1	1
H029D10059	UNV CONNECTICUT	2	0	0	0	0
H029D10070	MEMPHIS ST UNV	2	1	0	0	0
H029D10075	UNV MISSOURI	1	0	1	0	0
H029D10084	UNV NO TEXAS	2	1	0	0	0
H029D10085	UNV ILLINOIS	1	0	0	0	0
H029D10101	TEXAS A&M UNV	0	12	0	0	0
H029D10102	ILLINOIS ST UNV	1	0	1	0	0
H029D20002	UNV MINNESOTA	0	0	0	0	1
H029D20003	PENN ST UNV	1	2	0	0	0
H029D20004	AUBURN UNV	2	0	0	0	0
H029D20010	UNV UTAH	1	0	0	0	0
H029D20026	UNV IOWA	0	1	0	0	0
H029D20027	UNV ALABAMA	5	0	0	0	0
H029D20030	UNV CALIFORNIA	0	4	1	2	0
H029D20032	PENN ST UNV	1	0	0	0	0
H029D20045	VIRGINIA POLYTECH	2	0	0	0	0
H029D20052	UNV NO COLORADO	0	3	0	0	1
H029D20060	UNV TEXAS	1	6	0	1	0
H029D20062	TEXAS WOMANS UNV	1	0	0	0	1
H029D20063	UNV KENTUCKY	0	0	0	0	2
H029D20068	UNV NEBRASKA	1	0	0	0	1
H029D20069	UNV ARIZONA	2	1	0	1	0
H029D20070	UNV ARIZONA	0	0	1	0	0

H029D20076	UNV CONNECTICUT	0	1	0	0	0
H029D20081	UNV WASHINGTON	0	0	0	0	3
H029D20083	GEO WASHINGTON UNV	5	3	0	1	0
H029D20091	UNV TEXAS	0	2	0	0	0
H029D20104	UNV OREGON	0	0	1	1	0
H029D20106	UNV OREGON	1	1	0	0	0
H029D20109	UNV SO FLORIDA	0	1	0	0	0
H029D20112	UNV NO CAROLINA	1	0	0	0	0
H029D30009	JOHNS HOPKINS UNV	4	0	0	0	0
H029D30010	UNV GEORGIA	1	1	1	0	0
H029D30013	UTAH STATE UNV	0	1	0	0	1
H029D30018	OHIO ST UNV	2	0	0	1	0
H029D30038	UNV KANSAS	1	0	0	1	0
H029D30044	UNV ARIZONA	1	2	0	0	0
H029D30045	UNV SO MISSISSIPPI	9	0	0	0	1
H029D30054	GEO WASHINGTON UNV	1	1	0	0	0
H029D30056	UNV ILLINOIS	3	0	0	0	3
H029D30057	UNV NEW ORLEANS	0	0	0	1	0
H029D30060	UNV IOWA	1	0	0	0	0
H029D30063	INDIANA UNV	1	0	0	0	0
H029D30066	UNV WASHINGTON	1	0	0	0	0
H029D30072	UNV MASSACHUSETTS	2	0	0	0	0
H029D30073	GEORGETOWN UNV	3	0	0	0	0
H029D30083	UNV TEXAS	0	6	0	1	0
H029D40004	VIRGINIA POLYTECH	2	0	0	0	0
H029D40012	INDIANA UNV	1	0	0	0	0
H029D40020	SAN FRANCISCO ST UNV	1	0	0	1	0
H029D40037	TEXAS A&M UNV	4	0	0	0	0
H029D40062	VANDERBILT UNV	2	0	0	0	0
H029D40067	UNV OREGON	0	0	0	2	0
H029D40080	UNV NO COLORADO	0	0	1	0	1
H029D40085	UNV WISCONSIN	0	1	0	0	0
H029D40086	UTAH ST UNV	0	1	0	0	1
*** Total ***		79	56	11	18	19

HIGHLIGHTS OF NEW LEADERSHIP GRANTS
FROM FISCAL YEARS 1990 - 1996

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS AWARDED IN FISCAL YEAR 1990

1. University of Kansas (H029D00085) Charles Greenwood

The purpose of this project is to reduce the shortage in minority research leaders through post-doctoral research training. The post-doctoral fellows will design an individualized program of study in order to acquire high-level research skills and experiences which characterize research leaders.

2. George Mason University (H029D00063) Michael Behrmann

This leadership training project is designed to prepare certified and experienced special education and related services personnel for various leadership roles associated with training preservice and inservice special education teachers and related services personnel in the teaching skills necessary for educating children with disabilities into the 21st century. There is a content focus on appropriate special education technology applications for students with disabilities.

3. University of Kansas (H029D00094) Ann Turnbull

This is a Family Leadership Training Program. The project will prepare special educators who major in family-studies and disability to provide national leadership in family-centered research, training, and program administration. It will also prepare special educators and related service providers who minor in family studies and disability.

4. University of Alabama (H029D00024) John Rogers

The purpose of the project is to support students in a Doctorate in special education with emphases in research and early childhood special education. Practical experience in conducting research and functioning in an editorial role are seen as central features of this project.

5. University of Florida (H029D00090) Charles Forgnone

The program comprises competencies in the areas of special education, administration, leadership, and on-site practicum and internships in order to develop the essential tools of an effective special education administrator or supervisor and trainer of such professionals.

6. University of Georgia (H029D00080) Zolinda Stoneman

This is an interdisciplinary program to prepare leaders to serve infants and young children with disabilities and their families. Two neglected areas are addressed: family-focused intervention and early childhood special education with a concentration in motor development.

7. University of Pittsburgh (H029D0035) Naomi Zigmond

This project focuses on a specialization in learning disabilities. The training will be multidisciplinary involving coursework in special education, psychology, neuroscience, information science and administrative and policy studies.

8. Temple University (H029D00047) Terry Kinney

This project presents a plan to increase the quantity of doctorates in therapeutic recreation and increase the quantity of minority groups in therapeutic recreation.

9. University of Nebraska (H029D00031) David Beukleman

The project will train students to fill faculty, research, and regional clinical specialty center positions who have skills necessary to assume a leadership role in meeting the unique and diverse needs of nonspeaking/nonwriting persons with severe disabilities.

10. University of Kentucky (H029D00021) Michael Nelson

This project prepares leadership personnel to assume positions as teacher educators and researchers/scholars in higher education settings.

11. University of Maryland (H029D00030) David Cooper

This is a training program in early childhood special education. It is designed to meet a pressing need for well-qualified personnel to train early interventionists and to conduct research in the training program.

12. University of Oregon (H029D0056) Mark Shinn

This project trains doctoral level school psychologists to provide leadership training focused on infants and young children who are at-risk and disabled and their families.

13. University of North Carolina (H029D00059) Don Bailey and Rune Simeonsson

This project is an interdisciplinary postdoctoral training program in early intervention.

14. University of Minnesota (H029D00070) Charles Speaks

The mission of this project is to prepare doctoral students and postdoctoral fellows in the areas of augmentative communication systems as they apply to persons with severe disabilities.

15 Vanderbilt University (H029D00089) Randall Harley

This leadership training project responds to the continuing need for leadership training for administrators, teacher trainees, researchers, and other scholars in education of the visually impaired children. There is a heavy emphasis in research skills.

16 Kent State University (H029D00028) Ronald Sommers

This is an interdisciplinary early childhood leadership training project to provide unique preparation for emerging leadership roles associated with services for young children with handicaps and their families. Doctoral students will be from Special Education (Early Childhood Emphasis), Speech and Language Pathology and Audiology.

17 Indiana University (H029D00057) Paul Surburg

The main thrust of this program will be to prepare doctoral candidates to work in professional preparation programs in adapted physical education at colleges and universities.

18 Hahnemann University (H029D00005) Susan Effgen

This project supports a doctoral program of study in the Pediatric Physical Therapy Program at the university. The program is divided into five areas: research, teaching, basic sciences, pediatric physical therapy evaluation and intervention and a related cognate area.

19 Gallaudet University (H029D00052) Carol Lassasso

This project addresses the shortage of leadership personnel in Education of the Hearing Impaired. The program prepares researchers and direct service leadership personnel with expertise both in Education of the Hearing Impaired and in a concentration area identified by the field as being needed (i.e., reading, applied linguistics, early intervention, research or curriculum development.

20 Michigan State University (H029D00051) Carol Englert

The project trains leadership personnel in the area of the mildly disabled. There is a strong emphasis on cognitive and developmental psychology, teacher education and educational research.

21 Utah State University (H029D00069) Charles Salzberg

This project will develop a program to produce Ph.D. special educators whose careers will focus on research and development in teacher education. The goal is that the graduates will become members of university faculties where they will pursue careers as researchers in teacher training.

22 University of Kansas (H029D00041) Nancy Peterson

The project is designed to prepare leadership personnel in special education with specific expertise in early childhood special education (covering infants/toddlers/preschoolers and young primary age children with all types of disabilities.

23 University of Iowa (H029D00033) John Folkins

The students in this project will be prepared for careers as professors to train future school-based speech-language pathologists and audiologists. Focus is in the area of stuttering and speech science.

24 University of Oklahoma (H029D00091) Glenda Oschner

This project will prepare leadership personnel in speech-language pathology and audiology. Focus is on specific communication problems of at-risk and severely disabled infants, toddlers, and preschoolers.

25 Pennsylvania State University (H029D00042) John Dattilo

The intent of the project is to alleviate the problem of a lack of adequately trained therapeutic recreation specialists. The project has adopted a conceptual approach to curriculum development.

26 Indiana University (H029D00066) Elizabeth McCrea

This is a leadership training program to train speech-language pathologists as teacher trainers. They will be prepared to conduct research projects in the clinical supervisory process.

27 Ohio State University (H029D00071) Paul Jansma

The project concentrates on the establishment of a new thrust at the doctoral level in adapted physical education with teacher training and research as related areas of emphasis.

28 University of Washington (H029D00081) William Wilson

This leadership project is designed to educate students for leadership roles in the field of communication disorders. The project will introduce, develop and refine knowledge of computer technologies and their applications to diagnostic services and treatment of communicatively disabled children.

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS FISCAL YEAR 1991

1 Indiana University (H029D10014) James McLesky

The program develops teaching, research and leadership roles to support new initiatives in special education. Internships are focused on the implementation of REI and LRE initiatives in the context of broad school reform.

2 Northwestern University (H029D10020) Dean Garstecki

The purpose of the project is to create and implement a plan for educating doctoral level researchers, educators, and clinicians who are concerned with resolving problems related to severe to profound hearing loss in infants, toddlers, and young children. A unique academic curriculum has been designed, with emphasis on development of the student's research skills with the opportunity to develop teaching and clinical service skills as well.

3 University of Maryland (H029D10022) Deborah Speece

This project is a doctoral level training program with a focus on learning disabilities.

4 Memphis State University (H029D10070) Karen Pollock

The project has two major goals: (1) to prepare scholars to conduct research focused on minority children and youth with communication disorders and those at risk for these conditions; and (2) to prepare scholars to educate future clinicians sensitive to the special needs of minority populations.

5 Emerson College (H029D10051) Barry Prizant

The project has two principle goals: (1) to provide intensive preservice doctoral education for future faculty with emphasis on meeting the needs of infants, toddlers and preschool children with communication disorders, and (2) to train researchers to add to the knowledge of language development and early language disorders.

6 Texas A&M University (H029D10101) Douglas Palmer

The purpose of the project is to train doctoral level educational leadership personnel in school psychology/special education who have background and interest in Hispanic children with disabilities.

7 University of Washington (H029D10036) James Affleck

This is a new doctoral program with a focus on the design and implementation of models for educating children and youth with disabilities in integrated environments.

8 University of Illinois (H029D10085) Jeanne McCollum

This project, Personnel Leadership for Early Intervention, will prepare an interdisciplinary cadre of leadership personnel with expertise in research, policy and best practices from birth to six. Doctoral and postdoctoral candidates will be recruited.

9 Vanderbilt University (H029D10008) Fred Bess

The project will train leadership personnel who are concerned with hearing-impaired children and high-risk infants. All will have a heavy emphasis in research skills.

10. University of Oregon (H029D10090) Edward Kameenui

The primary emphasis of the program is on training candidates to be competent researchers and to consider issues that are educationally and socially significant. A preceptor 'apprenticeship' model of training is proposed. Training will occur in three main areas: (1) educational research, (2) instructional supervision, and (3) college teaching.

11. Ohio State University (H029D10054) William Heward

The project will produce graduates with skills necessary for a productive career as faculty members in university-based research and teacher training programs. Emphasis is on applied behavior analysis.

12. University of Oregon (H029D10031) George Sugai

This project will train individuals to assume leadership positions in the behavioral disorders area.

13. University of Missouri (H029D10075) Patrick Schloss

The major objective of this project is to prepare professors who possess cognitive and practical competencies as well as applied research skills to fill available university positions in secondary special education/transition. It is expected that 18 transition scholars will be trained.

14 Florida State University (H029D10062) Karen Pollock

This is a leadership program in early childhood special education.

15. University of North Texas (H029D10084) Lyndal Bullock

This project is designed to prepare leadership personnel in seriously emotionally disturbed/behaviorally disordered with a focus on leadership personnel from Hispanic background.

16. University of Missouri (H029D10083) Sandra Alper

The primary objective of this project is to implement a training program to prepare researchers and teacher trainers to provide leadership in "communitization" for persons experiencing severe disabilities. The focus of the program is on full participation of persons with severe handicapping conditions of all ages in integrated community settings.

17. Pennsylvania State University (H029D10007) Anna Gajar

This program focuses on the unique needs of American Indian handicapped children by training leadership personnel exclusively for this minority population.

18. Illinois State University (H029D10102) Lanny Morreau

The purpose of this project is to prepare 15 highly qualified minority personnel to fill existing and projected needs in teacher education and administration.

19. Arizona State University (H029D10001) Jeanne Wilcox

This project is designed to prepare doctoral level speech-language pathologists to assume leadership roles int he field of early intervention with a specific focus on applied research and training.

20. University of Connecticut (H029D10059) Stan Shaw

This is a doctoral program to provide personnel for school reform. This program will provide the coursework, practica linking school-based research and practice in school reform issues.

21. University of South Florida (H029D10025) Donnie Evans

This is a program to train leadership personnel in administration and supervision. State certified special education administrators and supervisors will receive multidisciplinary training to effectively lead and manage programs for special needs populations and assist in efforts to restructure schools.

HIGHLIGHTS OF
NEW GRANTS AWARDED IN FISCAL YEAR 1992

1. University of Kentucky (H029D20063) Ed Blackhurst

This project is to continue the development and implementation of a doctoral program in applications of technology in special education. Graduates will be qualified to assume leadership positions in the preparation of special education personnel to use technology, administration of projects or agencies that provide technology services to persons with disabilities, or the operation of technology research.

2. George Washington University (H029D20083) Carol Kochhar

This is a doctoral training program for special educators in transition and secondary education. Students will be trained as change agents to improve the quality of vocational and transitional services for students with disabilities.

3. University of Texas (H029D20060) James Yates

This project will prepare students at the doctoral level for major leadership positions in both special and general education.

4. University of Nebraska (H029D220068) David Beukelman

This project will recruit and train students from minority backgrounds as educators and researchers in the area of augmentative communication and severe handicaps

5. University of Kansas (H029D20023) Donald Deshler

This doctoral program is designed to train personnel to conduct research in and provide services to students with mild disabilities who are placed in regular class environments.

6. Pennsylvania State University (H029D20003) Rosalind Boone

The purpose of this doctoral program is to train individuals from under-represented groups to assume leadership positions in institutions of higher education.

7. University of South Florida (H029D20109) Kofi Marfo

This is an interdisciplinary postdoctoral training program to provide leaders who will understand and address the needs of the at-risk populations within the context of restructured schools.

8 Northern Illinois University (H029D20008) Michael Epstein

This doctoral program emphasizes three areas of skill acquisition: teacher training, research, and interagency collaboration. The program emphasizes training in two subject areas: serious emotional disturbance and severe mental retardation.

9 West Virginia University (H029D20043) Wilfred Wienke

The goal of this program is to train highly competent doctoral level professionals who will assume leadership positions in preparing special education teachers and other educational personnel for instructional or related positions in the provision of special education and habilitative services.

10. University of Arizona (H029D20070) Linda Swisher

This is a doctoral and post-doctoral training program in developmental language impairment. Graduates of the program to date have obtained university or school district positions. There is an emphasis on minority recruitment.

11. University of Oregon (H029D20071) Edward Kameenui

The primary emphasis of this doctoral program is on training candidates to provide specific, concrete solutions to problems that arise in teaching students with learning disabilities or academic problems. Training is in three main areas: 1) instructional supervision, 2) educational research, and 3) college teaching.

12. University of California (H029D20030) Michael Gerber

This doctoral program will prepare a new generation of leadership personnel who are strongly committed to a social science and policy orientation in their professional careers as researchers, professors, or administrators.

13. University of Alabama (H029D20027) Raymond Elliott

This is a doctoral program focusing on learning disabilities and emotional disturbances. There is a strong emphasis acquiring expertise in research consultation/collaboration and cultural diversity.

14. Auburn University (H029D20004) Craig Darch

This doctoral training program has three major components: 1) mentoring of students as they enter the program, 2) linking students to public schools as soon as possible, and 3) intensive study in a significant content area.

15. University of Iowa (H029D20026) John Folkins

This doctoral training program will teach graduate students in speech-language pathology and audiology to do research on clinical service delivery.

16. Oregon State University (H029D20020) John Dunn

This adapted physical educational program will prepare a cadre of doctoral level personnel who have necessary skills to serve as teacher-trainers, scholars and leaders.

17. Florida State University (H029D20031) David Westling

This is a doctoral program that will train students to specialize in the area of severe disability.

18. University of Texas (H029D20091) Alba Ortiz

This is a doctoral training program that will prepare students to serve culturally and linguistically diverse populations with disabilities. The roles for which the participants will be trained include personnel preparation, research, administration and assessment.

19. Purdue University (H029D20017) Sydney Zentall

This is a doctoral and postdoctoral training program in research diversity and severe disabilities.

20. Pennsylvania State University (H029D20032) John Neisworth

This is a joint doctoral program for special educators and school psychologists to advance early intervention information base and practices, prepare professors for university positions and to mentor new leaders.

21. University of Northern Colorado (H029D20052) Kay Ferrell

Doctoral students in this program will pursue an exceptionality focus in blindness and visual impairment. It will also support one post-doctoral fellowship annually.

22. University of Georgia (H029D20107) John Dattilo

The doctoral program is intended to give therapeutic recreation professionals the ability to do credible research in their field, to interface with other human service educators and to prepare their own students to take positions of responsibility in the field.

23. University of Virginia (H029D20050) Daniel Hallahan

This program will prepare doctoral level personnel to assume the dual roles of teacher educator and researcher, with specific research emphasis on teaching, teacher education, and policy analysis.

24. University of Utah (H029D20010) Michael Hardman

This is a doctoral level program to develop competencies in two general areas: 1) exemplary programs for individuals with disabilities and 2) research and teaching. There is a transition component in this program.

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25. Texas Woman's University (H029D20062) Jean Pyfer

This is an adapted physical education doctoral program to develop teacher trainers and research scholars. Focus is on broadening students' theoretical knowledge of the field and developing their teaching, critical thinking, and research skills.

26. University of Florida (H029D20072) Stuart Schwartz

This is a new doctoral training program in the area of transition education in special education. Students will be required to complete a transition internship.

27. University of Washington (H029D20081) Owen White

This is a new doctoral program designed to prepare leaders in the fields of occupational and physical therapy. It represents a collaborative effort between the College of Education, Special Education Area, and the School of Medicine, Department of Rehabilitation Medicine, Divisions of Occupational and Physical Therapy.

28. University of Oregon (H029D20104) Hill Walker

This is a interdisciplinary leadership training program in preventing and remediating conduct disorders and antisocial behavior patterns.

29. University of Minnesota (H029D20002) Stuart Schleien

This is an interdisciplinary doctoral program in therapeutic recreation. It is intended to promote play and community integration for children with severe disabilities.

30. University of North Carolina (H029D20112) Donald Stedman

This is an innovative postdoctoral training program for faculty members from minority groups currently teaching in HBCUs in North Carolina.

31. Virginia Polytech Institute (H029D20045) Bonnie Billingsley

This is an advanced specialist certificate program in administration, supervision, or teachers of special education.

32. University of Oregon (H029D20106) Daniel Close

This is an interdisciplinary training program that is specially designed to address the need for leadership in emerging areas, e.g., maternal substance abuse, child abuse. The Division of Special Education and Rehabilitation and the University Affiliated Program of the Center on Human Development will cooperate in this program.

33. University of Arizona (H029D20069) James Chalfant

This is a leadership training program that focuses on research, teacher preparation and program administration. Special emphasis is given to personnel educating minority children with disabilities.

34. University of Minnesota (H029D20082) Susan Hupp

This doctoral program is designed to focus on three areas that underlie exemplary programming: 1) ecological basis for programming, 2) interdisciplinary approach to programming, and 3) community integration initiatives. Students will enroll in a set of specialized courses in the area of early childhood and a recurrent core program.

35. University of Connecticut (H029D20076) Anton Maxon

The proposed leadership program will address the needs of hearing-impaired infants, toddlers, and preschoolers and their families.

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS FISCAL YEAR 1993

1. University of Kansas, Med Ctr (H029D30036) B. Luetke-Stahlman

This project includes three specialized options which combine Deaf and Learning Disabilities, Deaf or Learning Disabilities into doctoral programs to prepare participants to assume positions as teacher educators, researchers,clinicians, supervisors/managers.

2. University of Kansas (H029D30038) Richard Simpson

This project combines Behavior Disorders-Autism doctoral program to prepare participants to assume positions as teacher educators, researchers, supervisors/managers, and clinicians.

3. Indiana University (H029D30063) James McLesky

This is a leadership project in school psychology that prepares individuals for leadership roles in higher education and state and local education agencies. These professionals will work with public schools to restructure services for students with disabilities within the context of inclusive school programs. The foundation for these restructuring efforts will be an emphasis on collaborative problem solving between schools and university personnel.

4. Ohio State University (H029D30018) Paul Jansma

This project concentrates on the establishment of a modified thrust at the doctoral level in adapted physical education. At least half of the trainees will be from under-represented groups. The major field will be APE with a dual concentration in teacher education (pedagogy plus instructional design and technology) and research/statistics.

5. University of Nebraska (H029D30053) David Beukelman

This doctoral program will provide training in augmentative and alternative communication through both theoretical and practical experience.

6. University of Washington (H029D30066) Joseph Jenkins

This project is designed to prepare scholars-teachers who will pursue research and college teaching careers in special education. There is an emphasis on research issues, methodologies, and practical applications of research as well as teacher preparation in the area of mild disabilities.

7. Georgetown University (H029D30073) Kathy Katz

This program is designed to prepare psychologists to provide early intervention services to drug-exposed infants and their families/caregivers.

8. University of Iowa (H029D30060) John Folkins

This is a program to train doctoral students for careers as professors to train future school-based speech-language pathologists and audiologists. The focus is on preparing individuals who will profess in the areas of stuttering and speech science.

9. University of Oregon (H029D30087) Gerald Tindal

This project will immerse students in a program of research on, teaching about, and supervising in classroom practices for teaching middle and high school students in various content areas. Students will spend significant time in classrooms.

10. University of Kansas (H029D30035) Wayne Sailor

This is a doctoral and postdoctoral program that addresses a school restructuring initiative and a school-linked integrative initiative in the State of Kansas. This is a collaborative effort among the University of Kansas Affiliated Program, the University Department of Special Education, the Kansas Board of Education, the Kansas Department of health and Environment and the Kansas Department of Social and Rehabilitative Services.

11. University of Arizona (H029D30044) James Chalfant

This is a competency-based doctoral program for personnel in special and regular education administration.

12. University of Georgia (H029D30051) John Dattilo

This doctoral program will prepare therapeutic recreation specialists with an emphasis on transition services.

13. George Washington University (H029D30054) Maxine Freund

This is a doctoral program focusing on early intervention. The primacy of the family, emphasis on the importance of service delivery in an interagency context are strong components of this program.

14 University of Texas (H029D30083) Alba Ortiz

This is a project that prepares leadership personnel in bilingual special education with an emphasis on administration, research and assessment.

15. University of Georgia (H029D30010) Zolinda Stoneman

This is an interdisciplinary doctoral program preparing culturally-competent family-centered early intervention and preschool professionals.

16. Utah State University (H029D30013) Sarah Rule

The purpose of the project is to support within Utah State University's existing doctoral program in the Department of Special Education an early childhood emphasis.

17. University of Illinois (H029D30056) Frank Rusch

This is a doctoral program that will prepare an interdisciplinary cadre of leadership personnel with expertise in research, policy and best practices as they apply to the emerging field of transition.

18. University of Massachusetts (H029D30072) Harry Seymour

The primary purpose of this grant is to prepare doctoral and postdoctoral level African-American speech-language pathologists to assume leadership roles in scholarship and research in the area of language disorders among minority children.

19. Columbia University (H029D30050) Robert Kretchmer

The goals and objectives of this project are to recruit a cadre of students into a program designed to prepare leadership in school psychology for the hearing impaired. There is an emphasis on applied cognitive science and literacy development. Students will also fill the role of researcher and regional resource for school psychologists for the hearing impaired.

20. University of New Orleans (H029D30057) David Sexton

This project focuses on research, personnel preparation and systems intervention. A unique component of the project uses a portfolio approach to the measurement of progress throughout the program of study.

21. University of Southern Mississippi (H029D30045) Royal Walker

This is an interdisciplinary doctoral and postdoctoral training project for policy development and implementation in special educational and related services.

22. Kent State University (H029D30080) Philip Safford

This interdisciplinary project will prepare special education and speech-language pathology and audiology doctoral students to provide leadership in developing and implementing services for infants/toddlers and preschoolers with disabilities; and, delivering training for practioners and administrators in early intervention.

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23. Kent State University (H029D30075) Robert Flexer

The purpose of this project is to provide support and specialized transition leadership curriculum to doctoral students over a five year period. Trainees will be skilled in SPED, VOCED, AND REHAB discipline contributions to high school curriculum and employment and community preparation, transition processes, and quality of life outcomes.

24. Johns Hopkins University (H029D30009) Deborah Carran

The project will recruit students currently employed in school systems who desire to complete a specialized track in the Ed.D. program with an emphasis in Applied Leadership in Special Education. The program will prepare individuals to investigate, apply and evaluate research to be implemented in special education classrooms.

25. University of Hawaii (H029D30014) Robert Stodden

The primary goal of this program is to augment discipline-specific graduate programs with a 15 credit leadership specialization in disabilities with a multicultural focus.

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS FISCAL YEAR 1994

1. San Francisco State University (H029D40020) Marci Hansen

This is an interdisciplinary training program that will focus on training doctoral candidates in Early Childhood Special Education and Services.

2. University of Oregon (H029D40067) Diane Bricker

This doctoral training program addresses the need for leadership personnel who are experts with infants, toddlers, and preschool-age children who are at-risk or disabled and their families. This program proposes a non-categorical, competency-based course of study designed to prepare program developers, policy analysts/developers, university instructors, and applied researchers.

3. University of Oregon (H029D40054) Edward Kameenui

This is a doctoral level leadership training program that is based on a preceptor model. The primary emphasis in on training candidates to be competent researchers and to consider issues that are educationally and socially significant.

4. University of Kentucky (H029D40071) Edward Blackhurst

This project supports a post-doctoral program in technology in special education. The project broadens the existing program by including new activities on the development and use of hypermedia and multimedia, use of digital technologies, comprehensive assistive technology applications, infusion of technology into preservice and in-service training, planning for technology applications in schools, and use of technology tools to plan and conduct research in special education.

5. University of Northern Colorado (H029D40080) D. Kim Reid

This is an apprenticeship model for doctoral preparation in teaching inquiry in both learning and behavior disorders.

6. University of South Florida (H029D40024) Albert Duchnowski

This doctoral leadership program specializes in research and policy analysis, in the area of serious emotional disability. The program intends to prepare students as interdisciplinary, systemic researchers and change agents to improve services for children who have serious emotional disability and their families.

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7 Vanderbilt University (H029D40062) Carolyn Hughes

This is a training program in the area of behavior disorders and transition. There are three speciality strands: Leadership in Personnel and Teacher Training, Leadership in Service Delivery and Leadership in Transition.

8 University of Oregon (H029D40044) Elizabeth Schaughency

The School Psychology Program at the university will train doctoral level school psychologists to provide exemplary services,research,and training to students with Attention Deficit Hyperactivity Disorders.

9 Utah State University (H029D40086) K. Richard Young

The program prepares leadership personnel to serve students with emotional/behavioral disorders. A key component of this project is the involvement of a 'national faculty.' Seven professionals from other institutions across the nation have agreed to serve on this project as 'national faculty.'

10 Texas A&M University (H029D40037) Douglas Palmer

The proposed doctoral program in Special Education Community-Based Integrated Services aims to prepare future leaders in the field to a) develop, consult with, evaluate community-integrated special education programs; b) develop university training programs, instruct, and mentor students in community-integrated special education programming; c) conduct publicize, and guide research in the problems and solutions of community-integrated special education programming.

11 Indiana University (H029D40012) Paul Surburg

The purpose of the grant is to train doctoral students who will teach at colleges and universities and prepare teachers in physical education.

12 Purdue University (H029D40074) Lyle Lloyd

This is a doctoral and postdoctoral program in augmentative and alternative communications. This is a transdisciplinary approach to leadership training involving special education, speech-language pathology, and other related disciplines.

13 Virginia Polytech University (H029D40004) Philip Jones

This is a doctoral level program in administration and supervision. Field study sites are selected to represent various stages of restructuring and reform, i.e., inclusion vs. traditional.

14. University of Oregon (H029D40055) George Sugai

The project will assist in the preparation of professional personnel who (a) train teachers of children and youth with emotional or behavioral disorders, (b) conduct systematic research in these areas and © administer programs serving this population of students.

15. Vanderbilt University (H029D40078) Ann Kaiser

This is a training program in early childhood. Trainees will have developed expertise in early development and intervention, in conducting and critically analyzing research in ECSE and in teacher training. The program emphasizes interdisciplinary knowledge and draws on a nationally recognized faculty in ECSE and in related areas.

16. Florida State University (H029D40033) Mary Frances Hanline

The primary purpose of the project is to improve and expand the existing Early Childhood Special Education doctoral program at the university. There is increased emphasis on research skills and policy issues, along with expanded opportunities for leadership practica experiences.

17. Pennsylvania State University (H029D40032) Charles Hughes

The purpose of the program is to train students who will be qualified for positions as directors and developers of programs and services for individuals with disabilities in higher education settings.

18. University of Wisconsin (H029D40085) Terry Wiley

This program is aimed at preparation of doctoral level scholars in audiology. This grant is focused on clinical problems and clinical research dealing with hearing impairment in children.

19. University of Maryland (H029D40015) Frances Kohl

This is a doctoral training program in severe disabilities that will prepare researchers and teacher educators. The program emphasizes both coursework and apprenticeship experiences in a variety of experiences.

HIGHLIGHTS OF
NEW LEADERSHIP GRANTS FISCAL YEAR 1995

1 University of Utah (H029D50043) Susan Sheridan

The project trains school psychologists as consultants to parents and teachers of children with disabilities in the regular classroom. A central feature of the project and of the consultation program is the systematic involvement of parents in the education of their child with disabilities.

2 University of Minnesota (H029D50045) Robert Bruininks

This doctoral program is a collaborative project between the Department of Policy and Administration, the Department of Educational Psychology, the National Center on Educational Outcomes, and the National Transition Network. The program focuses on meeting school-to-work transition needs of youth with disabilities.

3 University of Kansas (H029D50015) Jeannie Tramill

The goal of this project is to prepare doctoral students in Advanced Systems and Services in Secondary Transitioning to serve as leadership personnel for the provision of high quality transition services for adolescents and young adults.

4 College of William and Mary (H029D50043) Brenda Williams

The School of Education has enhanced its doctoral preparation of special education administrators through this project which provides increased emphasis on collaborative service delivery for students in more inclusive environments, development of effective transition services, and examination of urban issues challenging educational leaders.

5 University of Denver (H029D50027) Toni Linder

This is an interdisciplinary doctoral program. This collaborative project of three Doctoral programs (Early Childhood Special Education, Social Work, School Psychology) of Denver University and the Colorado UAP will prepare graduates with skills in teaching, research, clinical practice and policy implementation.

6 Arizona State University (H029D50062) Jeanne Wilcox

The purpose of this project is to provide training opportunities for post-doctoral personnel to enable acquisition or improvement of applied research skills in the areas of communication and language

7. University of Kansas (H029D50053) Ann Turnbull

This doctoral program focuses on families and disabilities and specially emphasizes three current issues, namely, transition, National Education Goals and multi cultural sensitivity.

8. Nevada University (H029D50052) Stephen Rock

This grant address the need for leadership personnel who are experts in early intervention, school age and school to work transition/adult services special education. This project is a non-category, competency-based course of study designed to prepare program developers, policy analysts/developers, university faculty, administrators in school districts or agency programs, and applied researchers capable of leading and advancing the field of special education.

9. University of Wisconsin (H029D50019) Anne Donnellan

This is an educational leadership preparation program to support learners with autism and other severe communication/behavior disorders in diverse integrated and inclusive setting.

10. Gallaudet University (H029D50067) Carol La Sasso

The goal of this grant is the preparation of leadership personnel in Deaf Education to assume positions in higher education (teacher educators, researchers) and as direct service providers (curriculum coordinators, supervisors, etc.).

11. University of Texas (H029D50040) Thomas Marquardt

The primary goal of this project is to increase the number of leadership personnel trained at the doctoral level in the area of multi cultural issues in communication sciences and disorders.

12. New Mexico State University (H029D50066) Anne Gallegos

This is a bilingual special education doctoral program for the purpose of training persons who are able to effectively conduct research, train teachers and administer programs.

13. University of Minnesota (H029D50063) Joseph Reichle

The mission of this project is to create a new concentration of transdisciplinary study to prepare doctoral and postdoctoral associates to address cutting edge research, personnel preparation, policy and direct service delivery practices to improve the provision of behavioral support plans for preschoolers.

14. University of Illinois (H029D50069) Adele Proctor

This is a multi cultural doctoral program for the preparation of speech-language pathologists and audiologists. This program is based on a strong mentorship model.

15. University of Kansas (H029D50007) Mable Rice

This doctoral training program is designed to provide leadership training for specialists who wish to address the problem of language disabilities during the early childhood years (birth through age 5). Native American doctoral candidates will be recruited and trained for research leadership.

16. Florida International University (H029D50025) Marisal Gavilan

This doctoral training program responds to the need for highly trained individuals with expertise in both research and teacher preparation/college teaching, with a focus on the design and implementation of models for educating culturally and linguistically diverse children and youth with disabilities in integrated environments.

17. University of Pittsburgh (H029D50064) Naomi Zigmond

This doctoral training program will prepare leaders for the field of learning disabilities. The program is structured to meet the demands for better research, better training of teachers, and better leadership in the broader field of education.

HIGHLIGHTS OF
LEADERSHIP GRANTS FISCAL YEAR 1996

1. University of South Carolina (H029D60017) Laurie Ford

This is a school psychology training program with an emphasis on community-based integrated services. It aims to prepare future leaders in the field to a)develop, consult with, and evaluate community-based integrated service delivery programs to children and youth with disabilities and their families; and b) develop university training programs for school psychologists, mentor students, and instruct students in community-based integrated service delivery programs for children with disabilities and their families.

2. University of Florida (H029D60005) Vivian Correa

This is a new unified doctoral preparation program that promotes inclusive education and collaborative teacher education through ***unification*** of the disciplines of early childhood education and early childhood special education. It emphasizes ***interdisciplinary*** preparation for professionals who will work as teacher educators at colleges and universities, and in school districts and other agencies.

3. University of Illinois (H)29D60035) James Halle

This doctoral/postdoctoral training program is a collaborative effort between the Departments of Special Education and Speech and Hearing Science to facilitate language use by children and youth with disabilities (mild to severe). The program capitalizes on the Traveling Scholars Program that allows doctoral students at Illinois to take advantage of expertise at other Big Ten Universities.

4. University of Kansas (H029D60040) Charles Greenwood

The purpose of this project is to reduce the shortage in minority and nonminority-group research leaders in special education with expertise in minority issues. Recent doctoral degree recipients will be invited to complete this one or two year post-doctoral fellowship program. Each post-doctoral fellow will design an individualized program of study, selecting from among all available competency domains and skills, to acquire higher-level research skills and experiences; those known to characterize research leaders.

5. University of Oregon (H029D60057) Mark Shinn

The School Psychology Program will teach doctoral students the knowledge base and skills in Curriculum-Based Measurement, Curriculum-Based Assessment necessary to deliver new assessment and related intervention services. One of the goals is to produce doctoral-level personnel who can provide leadership in implementation of CBM/CBA in a Problem-Solving model.

6 University of Utah (H029D60048) Michael Hardman

The focus of this doctoral training program is to prepare individuals who can assume leadership positions in higher education and other educational and community service agencies. The Ph.D. program at the university is designed to develop competencies in two general areas: 1) exemplary programs for individuals with disabilities and 2) research and teaching. These two general areas are further divided into 10 competency strands.

7 Texas A&M University (H029D60025) Salvador Ochoa

The purpose of this doctoral training program is to recruit and train doctoral level bilingual educational leadership personnel in school psychology/special education with an emphasis on disabled Hispanic Children and youth.

8 George Washington University (H029D60043) Carol Kochhar

This project responds to three invitational priorities addressing collaboration, professional development and under-representation. This project is designed to foster effective collaboration among professionals in regular education, special education, related services and rehabilitation personnel, and families. Curriculum content for students in special education is focused on the development of a comprehensive picture of secondary education, career/employment preparation and transition service delivery for youth ages 14-22.

9 University of Pittsburgh (H029D60004) Howard Goldstein

This new doctoral training program focuses on interdisciplinary preparation of leadership personnel in early intervention and prevention of developmental disabilities. It will allow trainees interested in educational services and school reform to interface with a newly funded effort to provide interdisciplinary leadership training in neurodevelopmental disabilities for related services personnel and health care providers.

10 University of Connecticut (H029D60038) Stan Shaw

The overarching goal of this leadership program is to prepare school leaders and university faculty who have the knowledge and skills necessary to create and sustain professional development schools -- partnerships between schools and universities designed to enhance the learning of all students through the unification of general and special education personnel preparation programs. The University of Connecticut, School of Education, Department of Educational Psychology (Special Education Program), and the Departments of Educational Leadership and Curriculum and Instruction are collaborating on this effort.

11. Clemson University (H029D60065) Margaret Emery

The goal of this leadership program is to prepare inclusion specialists through the development of a new integrated training model. Program graduates will receive a Doctorate of Philosophy Degree in Curriculum and Instruction with a specialization in inclusion.

12. University of Oregon (H029D60061) Deborah Simmons

This new doctoral-level leadership program addresses the changing roles of special education leaders in higher education. The program maintains a primary emphasis on the preparation of candidates to be competent **researchers, teachers, and supervisors** who can provide specific, concrete solutions to problems that arise in teaching students with learning disabilities or academic learning problems. It addresses the invitational priority calling form "projects designed to foster successful coordination between and among special education and regular education teachers and administrators."

13. University of North Texas (H029D60067) Lyndal Bullock

This project is designed to assist in the amelioration of the critical shortage of leadership personnel in special education, specifically int he specialization areas of seriously emotionally disturbed/behaviorally disordered with a focus on collaboration and underrepresented populations.

14. University of Kansas (H029D60054) Richard Simpson

This is a combined generic-speciality doctoral program to prepare participants to assume positions as teacher educators, researchers, supervisors/managers, and clinicians. The generic component prepares students to assume leadership positions focusing on children and youth with either mild/moderate or severe/profound disabilities. The speciality component prepares students in careers related to children and youth with autism,attention deficit hyperactivity disorder and traumatic brain injury.

15. University of Memphis (H029D60041) Karen Pollock

The two major goals of this doctoral and postdoctoral program are: 1) to prepare scholars to assume leadership roles in research on communication and literacy in African American children and youth, and 2) to prepare scholars to educate future speech-language pathologists to work collaboratively with educators to improve the communication and literacy skills of African American children and youth.

NEW GRANTS

FY 1997

Procurement Number: H029D70035
Grant Number: H029D70035
Competition Number: 84.029D
Title: Preparing Leaders for Careers in Transdisciplinary-Professional Development, Research, and Administration in Education of Children with Disablities

Performed by: University of Washington
Address: Experimental Education Unit Box 357925
Seattle, WA 98195-7925
Phone: (206) 543-4011

Project Director: White, Owen

Project Officer: Baker, Betty

Key Staff	%Time: Acad.	Break
White, O.#	15	0
Deitz, J.#	15	0
Schwartz, I.#	15	0

Monitoring begin: 9/01/97 Monitoring end: 8/31/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	224144	0	0
1998	224144	0	0
1999	224144	0	0
2000	224144	0	0

Abstract

Purpose: This new project will prepare a total of 12-16 doctoral students for leadership careers in personnel perparation, research, and administration concerning the provision of educational services to children with disabilities. The program will emphasize collaboration among special educators, regular educators, related services personnel, early intervention specialists, and parents.

Method: In addition to meeting the regular requirements for a Ph.D. or Ed.D., students will be involved in research or program evaluation and complete at least one administration practicum during their studies. Each student will have at least two primary mentors: one in his or her own field, and one from a related field.

Procurement Number: H029D70010
Grant Number: H029D70010
Competition Number: 84.029D
Title: Training Pediatric School Psychologists: Preparing Leaders to Address the Health Needs of Children with Emotional/Behavior Disabilities

Performed by: Lehigh University
Address: College of Education 526 Brodhead Ave.
Bethlehem, PA 18015-3046
Phone: (610) 758-3258

Project Director: Shapiro, Edward

Project Officer: McDermott, MaryAnn

Key Staff	%Time: Acad.	Break
Shapiro, E.#	20	100
DuPaul, G.#	20	100
Jitendra, A.#	16	50

Monitoring begin: 8/01/97 Monitoring end: 7/31/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	216232	0	0
1998	216232	0	0
1999	216232	0	0
2000	216232	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	6	142500

Abstract

Purpose: The objective of this project is to train school psychologists as leaders in the research and practice of linking medical, educational, and psychological services within school settings for children with emotional/behavioral disorders (E/BD) as well as others with health problems who are at-risk for the development of E/BD. The collaborative project will develop professionals who are capable of interacting within schools and health-care communities to provide integrated services for students within full-service schools.

Method: Through a combination of coursework, practica, research mentorship, and dissemination of research and practice, a total of 12 trainees will complete their Ph.D. in school psychology with a specialization in pediatric school psychology.

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Procurement Number:H029D70065
Grant Number: H029D70065
Competition Number: 84.029D
Title:Special Education Doctoral Program
in the Delivery of Distance Education

Performed by: University of Kentucky Research Foundation
Address: 105 Kinkead Hall
Lexington, KY 40506-0057
Phone: (606) 257-7908

Project Director: Blackhurst, Edward A.

Project Officer: Clair, Joseph

Key Staff	%Time: Acad.	Break
Blackhurst, A. E.#	0	33
Collins, B. C.#	0	10

Monitoring begin: 8/01/97 Monitoring end: 7/31/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	224841	0	0
1998	224841	0	0
1999	224841	0	0
2000	224841	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	10	157936

Abstract

Purpose: The goal of this project is to develop and implement a new option in the University of Kentucky's special education technology doctoral program which wil focus on delivering instruction about special education via different distance education systems. Upon completion of their studies, graduates will be qualified to assume leadership positions in the design of distance education programs, the development of instructional products for, administration of and evaluation of distance education programs, and implementation of research projects related to distance education programs. Six full-time and four part-time doctoral students will be supported.

Method: A competency-based personnel preparation model is being followed to guide curriculum development efforts in the new program. The proposed project builds on existing distance education programs from in-service to the Master's Degree to extend the current special education technology doctoral program into distance education.

Procurement Number:H029D70059
Grant Number: H029D70059
Competition Number: 84.029D
Title:Preparing Special Education Leaders
for the 21st Century: A Mentoring Model

Performed by: Auburn University
Address: Rehabilitation Special Education 1228 Haley Center
Auburn, GA 36849-5217
Phone: (334) 844-5943

Project Director:
Darch, Craig

Project Officer:
Allan, Carole

Key Staff	%Time: Acad.	Break
Darch, C.#	20	20

Monitoring begin: 10/01/97 Monitoring end: 9/30/98

Fiscal information:

Year	Request	Recomm.	Actual
1997	117651	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	6	18840

Abstract

Purpose: The purpose of this special leadership training project is to provide training at the doctoral level to address critical areas of need in special education, including early intervention, school-based instruction, and secondary transition.

Method: A mentoring model will be employed to prepare future leaders in supervision, administration, research, and personnel preparation. The program will provide focused training in content areas, multicultural recruitment, emphasis on educational policy and research, extensive applied experiences, and individualized mentoring.

Procurement Number:H029D70038
Grant Number: H029D70038
Competition Number: 84.029D
Title:Doctoral Leadership Program in Learning Disabilities: Preparing Researchers and Teacher Educators for Inclusive Environments

Performed by: University of Maryland
Address: Research Admin and Advancement Lee Building Rm 2100
College Park, MD 20742-5141
Phone: (301) 405-6482

Project Director:
Speece, Deborah

Project Officer:
McDermott, MaryAnn

Key Staff	%Time: Acad.	Break
Speece, D.#	20	40
Graham, S.#	10	5
Harris, K.#	10	5
Nolet, V.#	10	0

Monitoring begin: 5/01/97 Monitoring end: 4/30/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	207557	0	0
1998	211960	0	0
1999	214043	0	0
2000	221891	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	8	167056

Abstract

Purpose: The goal of this project of the Department of Special Education at the University of Maryland, College Park, is to prepare nationally visible leadership personnel as researchers and as teacher educators in learning disabilities. The program emphasizes coursework and apprenticeship experiences to prepare leaders for research and teaching positions in a variety of settings.

Method: Through formal commitments with other departments and programs in the college, the project will initiate collaborative program planning, and design apprenticeship programs that involve collaborative supervision of special and general education preservice personnel in professional development schools. The doctoral preparation program incorporates intensive graduate coursework in selected areas along with work in research design and methodology.

Procurement Number:H029D70024
Grant Number: H029D70024
Competition Number: 84.029D
Title:An Innovative Doctoral Program for Creating Leaders to Foster Coordinated Instruction by Special and General Education Teachers: Acquiring Proficiency in the "Research-Product Development-System Change Process"

Performed by: University of Kansas
Address: Center for Research on Learning 3061 Dole Bldg
Lawrence, KS 66045-7536
Phone: (913) 864-4780

Project Director: Deshler, Donald D. / Schumaker, Jean B.
Project Officer: Ancarrow, Janice

Key Staff	%Time: Acad.	Break
Deshler, D.*	16	16
Schumaker, J.*	16	16

Monitoring begin: 8/01/97 Monitoring end: 7/31/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	146449	0	0
1998	139220	0	0
1999	142592	0	0
2000	146065	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	3	23220

Abstract

Purpose: This project will prepare leadership personnel in fields related to the education of students with mild disabilities in mainstream environments, specifically, for these personnel to instruct future general and special education teachers in the education of students in inclusive educational environments using empirically validated methods. They will also learn to become efficient in the "research-product development-system change" process, in which they will learn how to conduct methodologically sound research, translate validated interventions into user-friendly products, and prepare teachers to use these products in staff development/system change efforts.

Method: Students will learn academic statesmanship (skills foundational to any other endeavor in education), teacher preparation (becoming competent in instructing new special and general education teachers), research (doing their own and learning how to teacher others in conducting research), system change (how to consult with school personnel to create lasting change in schools on behalf of children), technological applications, and product development (how to develop materials for children and teachers). Each student will have a professional development plan tailored for his/her goals and will develop a personal portfolio to collect accomplishments, experiences, and products

Procurement Number:H029D70049
Grant Number: H029D70049
Competition Number: 84.029D
Title:Special Education Leaders to Educate
Regular and Special Education Teachers

Performed by: Syracuse University
Address: 113 Browne Hall
Syracuse, NY 13244-1200
Phone: (315) 443-2699

Project Director:
Biklen, Douglas

Project Officer:
McDermott, MaryAnn

Key Staff	%Time: Acad.	Break
Biklen, D.#	5	5

Monitoring begin: 8/01/97 Monitoring end: 7/31/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	220073	0	0
1998	220073	0	0
1999	220073	0	0
2000	220073	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	8	72664

Abstract

Purpose: This project will prepare leadership personnel in special education who can conduct original research and effectively teach in college and university teacher preparation programs that combine or coordinate training of regular and special educators.

Method: This project will organize the Syracuse University's leadership training in a new, functional training model involving doctoral students in each of the kinds of activities that will be expected of them when they become professors. The doctoral students will be involved in learning to teach through a mentorship program and in learning to do research by engaging in inquiry-based classrooms. They will consult with school districts that coordinate special and regular education services.

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Procurement Number:H029D70026
Grant Number: H029D70026
Competition Number: 84.029D
Title:Preparation of Leadership Personnel
in Adapted Physical Education

Performed by: Oregon State University
Address: Exercise and Sport Science 120 Womens Building OSU
Corvallis, OR 97331-6802
Phone: (541) 737-5921

Project Director:
McCubbin Jeffrey A.

Project Officer:
Moore, Edward

Key Staff	%Time: Acad.	Break
McCubbin, J.#	15	15

Monitoring begin: 7/01/97 Monitoring end: 6/30/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	147966	0	0
1998	147966	0	0
1999	147966	0	0
2000	147966	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	6	21072

Abstract

Purpose: This project, a collaboration between Oregon State University and the University of Utah, will respond to the need for highly qualified personnel to teach physical education to students with disabilities.

Method: A cadre of doctoral level personnel who have the necessary skills to serve as effective teacher-trainers, scholars, and leaders will be trained via distance education at two major Research I universities, benefitting from the addtional related professional experiences that this project will make available to them. Coursework, field experiences, and scholarly research efforts will be designed to ensure that program graduates play a significant role in improving the quality of physical education offered to the children and adolescents who have a disability.

Procurement Number: H029D70066
Grant Number: H029D70066
Competition Number: 84.029D
Title: Preparation of Leadership Personnel: Establishing Interprofessional Community/School Linkages in Early Childhood Intervention (0-8)

Performed by: University of Kansas
Address: Institute for Life Span Studies 1052 Dole
Lawrence, KS 66045
Phone: (913) 864-4297

Project Director: Gallagher, Karen / Sailor, Wayne
Project Officer: Ancarrow, Janice

Key Staff	%Time: Acad.	Break
Gallager, K.#	10	10
Sailor, W.#	10	10

Monitoring begin: 7/01/97 Monitoring end: 6/30/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	222720	0	0
1998	222720	0	0
1999	222720	0	0
2000	222720	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	10	129700

Abstract

Purpose: This leadership project represents an effort within and across departments and professional schools to establish an interdisciplinary preparation program that will demonstrate the benefits of interprofessional, collaborative personnel preparation for service to children who have been diagnosed with disabilities or are at-risk and their families.

Method: This doctoral studies project will train personnel to implement collaborative best practices to meet the diverse needs of all young children from birth through eight years and their families. The project is an interprofessional effort at the University of Kansas, combining programs in the departments of education and psychology with community-based field experiences to plan and implement programs for the target population.

Procurement Number: H029D70001
Grant Number: H029D70001
Competition Number: 84.029D
Title: Doctoral Training in Early Childhood, Families and Early Intervention

Performed by: University of North Carolina at Chapel Hill
Address: School of Education CB 4100 300 Bynum Hall
Chapel Hill, NC 27599-4100
Phone: (919) 962-5579

Project Director: Odom, Sam

Project Officer: Allan, Carole

Key Staff	%Time: Acad.	Break
Odom, S.#	5	0
Bailey, D.#	5	5
Wolery, M.#	5	5

Monitoring begin: 7/01/97 Monitoring end: 6/30/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	224809	0	0
1998	224809	0	0
1999	224809	0	0
2000	224809	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	9	181500

Abstract

Purpose: This new project, a Leadership Traiing Program in Early Childhood, Families, and Early Intervention at the University of North Carolina at Chapel Hill, will incorporate a transitional model of training in which students move from a mentorship role to a junior colleague role during the course of their training.

Method: Over the four year period, the program will enroll and train 36 doctoral level professionals from education and school psychology, as well as the related disciplines of developmental psychology, maternal and child health, social work, and nursing. This design reflects the view that professional preparation now incorporates a range of methodologies, more participatory in nature, that the student-in-training is a learner, a thinker, and a problem solver, rather than the "researcher-as-expert" paradigm that used to be held as a model.

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Procurement Number: H029D70030
Grant Number: H029D70030
Competition Number: 84.029D
Title: Preparation of Administrators and Supervisors of Special Education - Certificates of Advanced Graduate Studies

Performed by: Virginia Polytechnic Institute
Address: Office of Sponsored Programs 100 Sandy Hall
Blacksburg, VA 24061-0360
Phone: (540) 231-9394

Project Director:
Gillespie, Diane N.

Project Officer:
Baker, Betty

Key Staff
Gillespie, D.N.#

%Time: Acad. 75 Break 0

Monitoring begin: 7/01/97 Monitoring end: 6/30/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	148777	0	0
1998	148777	0	0
1999	148777	0	0
2000	148777	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	5	121545

Abstract

Purpose: This project will improve an ongoing doctoral program in Administration and Supervision of Special Education to support five students; it will also extend to students in general education who are preparing for careers as school principals and administrators at the distric level and of related services agencies.

Procurement Number: H029D70014
Grant Number: H029D70014
Competition Number: 84.029D
Title: Preparation of Leadership Personnel
Project INSPIRE

Performed by: Texas Womans University
Address: Department of Kinesiology PO Box 425619
Denton, TX 76204-5619
Phone: (817) 898-2850

Project Director:
Pyfer, Jean L.

Project Officer:
Golmore, Robert

Key Staff	%Time: Acad.	Break
Pyfer, J.#	35	35
Sherrill, C.#	35	35
French, R.#	35	35

Monitoring begin: 9/01/97 Monitoring end: 8/30/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	201770	0	0
1998	201770	0	0
1999	201770	0	0
2000	201770	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	7	113316

Abstract

Purpose: Texas Woman's University's Project INSPIRE (Innovative New Strategies to Promote Instructionally Relevant Environments) has been designed to significantly strengthen and broaden the impact of the university's ongoing doctoral program in adapted physical education.

Method: The program will support 10 doctoral level adapted physical educators and 100 post-doctoral teacher trainers over a period of four years. The project will stress teaching in natural settings, with teacher trainers becoming adept at understanding why and how to modify regular environments to maximize the extent to which mastery of identified goals occurs.

Procurement Number: H029D70062
Grant Number: H029D70062
Competition Number: 84.029D
Title: Doctoral Program in Rehabilitation Science: Meeting Leadership Needs in Related Services

Performed by: Research Foundation of SUNY
Address: State University of NY at Buffalo 520 Lee Entrance
Amherst, NY 14228
Phone: (716) 645-2977

Project Director: Mann, William C.

Project Officer: McDermott, MaryAnn

Key Staff	%Time: Acad.	Break
Mann, W.#	20	0
Gavin, W#	20	0

Monitoring begin: 8/19/97 Monitoring end: 8/18/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	155693	0	0
1998	199022	0	0
1999	199131	0	0
2000	199678	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	4	70928

Abstract

Purpose: This project consists of a new interdisciplinary Ph.D. program that addresses the shortage of related services specialists, particularly physical and occupational therapists. The program will prepare leaders to develop and expand current theory and practice in rehabilitation, including services related to special education and early intervention. The graduates of this program will be qualified to educate students at the professional entry level in physical and occupational therapy, ultimately contributing to the expansion of related services programs and to services for infants, toddlers, children, and youth with disabilities.

Method: The project will produce a total of 16 graduates with a Ph.D. in Rehabilitation Science trained to teach and conduct research in the related services. The students supported by this project will focus on pediatrics and school-based education courses. Graduates of the program will be qualified to be employed as university faculty in schools of allied health within departments of occupational and physical therapy.

Procurement Number: H029D70006
Grant Number: H029D70006
Competition Number: 84.029D
Title: American Indian Leadership Training in Special Education and Educational Admin.

Performed by: The Pennsylvania State University
Address: Special Education 110 Technology Center
University Park, PA 16802-3206
Phone: (814) 865-0596

Project Director: Gakar. Amma H. / Tippeconnic, John W.
Project Officer: McDermott, MaryAnn

Key Staff	%Time: Acad.	Break
Gajar, A.#	15	100
Tippeconnic, J.#	15	100

Monitoring begin: 8/15/97 Monitoring end: 8/14/01

Fiscal information:

Year	Request	Recomm.	Actual
1997	187511	0	0
1998	190636	0	0
1999	193932	0	0
2000	197399	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1997	6	127042

Abstract

Purpose: The pupose of this project is to prepare six American Indian/Alaska Natives to be leaders in special education by completing doctoral degree programs in either Special Education or Educational Administration at Penn State University. The programs will focus on special education, educational administration, leaders, and Indian education. Graduates will be able to assume leadership positions in schools, tribes, colleges and universities, or professional organizations that provide special education services to Indian people.

Method: This new doctoral program expands Penn State's current AI doctoral program in Special Education to the area of Educational Administration and generally enhances special education's capacity for quality preservice training. The six students funded by the program will major in Special Education with a strong emphasis in Educational Administration. Leadership development and Indian education will be a focus of the program. The program will allow graduates to conduct research in the areas of American Indian Special Education and Administration, to administer and develop specialized teacher training programs, to seek positions as administrators of programs designed for American Indian students with disabilities, or to become regular school administrators who emphasize special education school-wide.

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NEW GRANTS

FY 1998

Procurement Number: H029D80014
Grant Number: H029D80014
Competition Number: 84.029D
Title: Preparation of Leadership Personnel: Training Leadership Personnel to Facilitate Collaborative Processes in Rural Areas
Performed by: Alfred University
Address: Division of School of Psychology
Saxon Drive
Alfred, NY 14802-1205
Phone: (606) 871-2212
Project Director: Fugate, Mark
Project Officer: McDermott, MaryAnn

Key Staff	%Time:	Acad.	Break
Mark Fugate, Ph.D#		75	25
Ellen Faherty#		50	0
Edward Gaughan#		33	0
Timothy Z. Keith#		25	0
John Cerio#		16	0

Monitoring begin: 9/01/98 Monitoring end: 8/31/02

Fiscal information:

Year	Request	Recomm.	Actual
1998	174027	0	0
1999	224951	0	0
2000	224951	0	0
2001	146191	0	0

Abstract

Purpose: The goal of this project is to establish new training elements within Alfred University's Division of School Psychology that will provide leadership training for doctoral level practitioners of rural school psychology. The four-year project will support 16 doctoral students who have interest in and made a commitment to practice a collaborative processes model of educational and psychological service delivery in rural school districts. This model of practice will allow doctoral level school psychologists to become leaders and generalists who can intervene with children who demonstrate a broad range of academic and behavioral difficulties in regular and special education settings, and foster successful coordination and facilitate collaboration among regular and special education teachers, school administrators, related service personnel, parents, and rural families in the delivery of educational and psychological services to children with disabilities in rural school districts. The doctoral students funded by this project will receive extensive advanced coursework and practice in the use and implementation of a collaborative processes model of school psychology practice and model internship sites will be established.

Method: The project will recruit and train 12 doctoral school psychology students who are committed to providing leadership in rural settings including students who are Hispanic, African-American, Asian American, and/or economically disadvantaged. By adding a collaborative process component to the existing curriculum, the doctoral students will be provided with the leadership skills to successfully coordinate a wide range of services in rural settings. Each student will complete a dissertation project oriented toward improving the delivery of educational services and interventions.

H029D80014
MARK FUGATE

Abstract

The purpose of this grant project is to train doctoral level school psychologists to be **leaders in fostering successful coordination** between regular and special education teachers, administrators, related services personnel, and parents **through collaborative processes in rural schools**. This is a **new grant proposal** prepared for this leadership training initiative.

The School Psychology Program at **Alfred University (AU) is a recognized leader in training school psychologists to work in rural settings** (Jacob-Timm, 1995). AU has been successfully training specialist level school psychologists who are leaders in rural schools for 42 years, and doctoral level school psychologists since the Fall of 1993. Some of our first Psy.D. graduates have been appointed to leadership positions within the first few years of obtaining their degree.

There is a need for rural school psychologists who are trained as generalists, who can intervene with children who demonstrate a broad range of academic and behavioral difficulties in regular and special education settings, and facilitate coordination and collaboration among school professionals, related services personnel, and rural families. Throughout our many years of training rural school psychologists Alfred University has developed a program which emphasizes a systems oriented problem solving approach, which is broad in scope, and has specific training in rural issues imbedded throughout the curriculum. However, it is apparent that if our graduates are going to be effective rural leaders into the next century they will need to develop additional skills and expertise in developing coordinated service delivery systems within rural settings. **If this grant proposal is funded it will provide Alfred University with: (a) funding which will enable us to recruit and train twelve (12) doctoral school psychology students who are committed to providing leadership in rural settings; and (b) the resources to add a collaborative process component to the curriculum** which will provide these students with the leadership skills to successfully coordinate a wide range of services in rural settings. **In addition, each student will complete a dissertation project oriented toward improving the delivery of educational services and interventions in rural schools.**

Procurement Number: H029D80018
Grant Number: H029D80018
Competition Number: 84.029D
Title: Preparing Higher Education Faculty for Special Education: The Ph.D. Program at Ohio State University
Performed by: Ohio State University Research Foundation
Address: Office of Grants and Contracts 1960 Kenny Road
Columbus, OH 43210-1063
Phone: (614) 292-3110

Project Director:		OSEP Project Officer:	
Hilt, Janice		Clair, Joe	
Key Staff	%Time:	Acad.	Break
Heward, W.L.		10	50

Monitoring begin: 10/01/98 Monitoring end: 9/30/02

Fiscal information:

Year	Request	Recomm.	Actual
1998	217399	0	0
1999	217399	0	0
2000	217399	0	0
2001	217399	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1998	7	173620

Abstract

Purpose: This project will improve the quality of and increase the number of students served by an existing Ph.D. program that prepares higher education faculty for special education.

Method: The program entails an intensive curriculum of required and elective courses, special topic seminars, involvement in three original applied research studies prior to the dissertation, two summer internship experiences, supervised teaching and advising at the University level, plus a variety of non-credit requirements.

Procurement Number: H029D80034
Grant Number: H029D80034
Competition Number: 84.029D
Title: Interdisciplinary Doctoral Program: Preparing Future Leaders in Early Intervention
Performed by: University of Georgia
Address: College of Family and Consumer Sciences 621 Graduate Studies
Clarke, GA 30602-7411
Phone: (706) 542-3960

Project Director:		OSEP Project Officer:	
Stoneman, Zolinda		Bokee, Martha	
Key Staff	%Time:	Acad.	Break
Stoneman, Zolinda		12	0
Manders, Jenny		25	0
Vail, Cindy		12	0

Monitoring begin: 7/01/98 Monitoring end: 6/30/02

Fiscal information:

Year	Request	Recomm.	Actual
1998	225000	0	0
1999	225000	0	0
2000	225000	0	0
2001	225000	0	0

Line information:

Year	Personnel	Fringe	Travel	Equipment	Supply	Contract	Const.
1998	45538	11944	4000	6000	500	0	0
	Other	TDC	IDC	Stipend			
	8200	219385	149203	0			

Student Financial Aid

Year	Number of Trainees	Amount
1998	13	149203

Abstract

Purpose: This doctoral training program is designed to prepare leadership personnel for roles as researchers, university teachers, and policy specialists in programs for infants and young children with disabilities and their families. Along with a knowledge base in family-centered early intervention, this project will prepare future leaders to affect system change through a strong foundation of expertise in technology, adult learning principles, policy, research, and evaluation.

Method: The leadership training will focus on family-focused intervention, allowing the students to work toward doctorates in the Department of Special Education or Child and Family Development. A strong interdisciplinary focus will encourage cooperation and foster inclusion of the best practices of several related areas to a comprehensive and unique training program. This program will prepare six full-time and four part-time students per year.

Procurement Number: H029D80037
Grant Number: H029D80037
Competition Number: 84.029D
Title: Special Education Policy Integration: Leadership Training in IDEA Implementation and Alignment with Standards-Based, School Unification, and Full-Service School Reforms

Performed by: University of Kansas
Address: Dept. of Special Education 3001 Dole Bldg.
Lawrence, KS 66045
Phone: (913) 588-5955

Project Director: Skrtic, Thomas

OSEP Project Officer:

Key Staff	*Time: Acad.	Break
Skrtic, Tom	17	0
Sailor, Wayne	17	0

Monitoring begin: 6/01/98
Monitoring end: 5/31/99

Fiscal information:

Year	Request	Recomm.	Actual
1998	224691	0	0
1999	221575	0	0
2000	223169	0	0
2001	224811	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1998	12	168900

Abstract

Purpose: This project will develop a new doctoral and postdoctoral training program in Special Education Policy Integration (SEPI) at the University of Kansas (KU) through a collaborative effort among several departments at KU. The project will help to increase the quantity and improve the quality of personnel to serve infants, toddlers, children, and youth with disabilities through transformational leadership training at the doctoral and postdoctoral levels fpr special education scholars, policy researchers, and personnel preparation faculty.

Method: The project will provide five doctoral participants with a new, four-year training program that will address the special education policy context. The project will also involve two postdoctoral participants each year from outside the special education field to serve as program developers and trainees and who will transfer their knowledge of disability policy issues and policy integration methods back to their home disciplines, professions, and state-level agencies.

Procurement Number: H029D80039
Grant Number: H029D80039
Competition Number: 84.029D
Title: The Leadership Project: Training Early Childhood Professionals for the 21st Century

Performed by: George Washington University
Address: 2121 I Street, NW, Suite 601
Washington, DC 20052
Phone: (202) 994-1547

Project Director: Freund, Maxine

OSEP Project Officer:

Key Staff	*Time: Acad.	Break
Freund, Maxine	20	20
Browne, Barbara	50	50
El-Mohandes, Ayman	5	5

Monitoring begin: 8/01/98 Monitoring end: 7/31/02

Fiscal information:

Year	Request	Recomm.	Actual
1998	225000	0	0
1999	225000	0	0
2000	225000	0	0
2001	225000	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1998	15	198912

Abstract

Purpose: The New Leadership Project of the George Washington University is designed to meet the need for faculty in early childhood special education. The project is committed to the challenge of preparing faculty as teachers, researchers, and scholars capable of predicting and imagining the problems, structuring the questions and implementing careful studies which inform the field, thereby improving best practices and quality services.

Method: The New Leadership Project will offer students solid special education competencies and field concentrations in public health, with a maternal and child health focus, as well as educational and disability policy studies, thus preparing the students to assume the full complement of faculty responsibilities in higher education. Using a network of field-based collaborations, each student will be exposed to and directly involved in research affiliations and commingled activites with primary faculty in several departments within the university. In addition, the multi-disciplinary faculty will serve as research, teaching, and service mentors.

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Procurement Number: H029D80047
Grant Number: H029D80047
Competition Number: 84.029D
Title: Secondary Education and Transitional Services Leadership Preparation Project

Performed by: Florida State University
Address: Department of Special Education 205 Stone Building
Tallahassee, FL 32306-4459
Phone: (850) 644-4880

Project Director:
Menchetti, Bruce

OSEP Project Officer:
Clair, Joe

Key Staff	%Time: Acad.	Break
Menchetti, Bruce	0	25
Mathes, Patricia	0	25

Monitoring begin: 9/01/98 Monitoring end: 8/31/02

Fiscal information:

Year	Request	Recomm.	Actual
1998	224426	0	0
1999	224426	0	0
2000	224426	0	0
2001	224426	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1998	12	161550
1999	12	161550
2000	12	161550
2001	12	161550

Abstract

Purpose: This project will provide doctoral degree level personnel with expertise in transitional services and support for youth with disabilities. The program includes financial incentives for interdiciplinary coursework and shared filed-based leadership experiences to doctoral students from many departments and disciplines.

Method: The project will prepare a minimum of 6 special education doctoral degree level leadership personnel with interdisciplinary training and expertise in one of several transition specialization areas: postsecondary support services, secondary education and school-to-career programs for youth with mild disabilities, or supports promoting the community inclusion, employment, and social integration of youth with more severe disabilities. The project intends to recruit and train two individuals in each of these specialization areas.

Procurement Number: H029D80048
Grant Number: H029D80048
Competition Number: 84.029D
Title: Prevention and Early Intervention of Developmental Disabilities: Interdisciplinary Preparation of Leadership Personnel

Performed by: Florida State University
Address: Dept. of Communication Disorders 107 Regional Rehabilitation Center
Tallahassee, FL 32306-1200
Phone: (850) 644-2238

Project Director: OSEP Project Officer:
Goldstein, Howard

Key Staff	%Time: Acad.	Break
Goldstein, Howard	15	0
Gessner, Linda	20	0

Monitoring begin: 9/01/98 Monitoring end: 8/31/99

Fiscal information:

Year	Request	Recomm.	Actual
1998	212139	0	0
1999	215154	0	0
2000	218294	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1998	8	124800
1999	8	124800
2000	8	124800

Abstract

Purpose: This new program provides leadership training to educators and related service personnel who are interested in developing effective services for children with developmental disabilities and their families.

Method: Training program includes participation in three core courses and weekly Leadership seminar, leadership mentoring by professional and family community representatives, involvement in research activities, participation in development or evaluation project, participation in community outreach activities, and completion of individual projects. Project staff and trainees will be involved in efforts to recruit, nurture and mentor minority leadership personnel. During the four years of this project, at least 20 doctoral students in communication disorders, special, general, and early childhood education, psychology, and social work will acquire the expertise needed to develop interdisciplinary research programs, service delivery systems, and policies that reduce preventable disabilities and enhance the quality of life for children with disabilities and their families.

Procurement Number: H029D80046
Grant Number: H029D80046
Competition Number: 84.029D
Title: Educational and Research Leadership in Augment and Alternative Communication
Performed by: University of Nebraska-Lincoln
Address: Dept. of Special Education/ComDis 303 Administration Building
Lincoln, NE 68583-0430
Phone: (402) 472-5463
Project Director: OSEP Project Officer:
Beaukelman, David

Key Staff	%Time:	Acad.	Break
Beukelman, David		25	0
Siegel-Causey,Ellin #10		0	

Monitoring begin: 8/01/98 Monitoring end: 7/31/02
Fiscal information:

Year	Request	Recomm.	Actual
1998	62636	0	0
1999	62636	0	0
2000	62636	0	0
2001	62636	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1998	4	59040

Abstract

Purpose: Throughout the course of four years, the proposed project will provide training in the area of augmentative and alternative communication through theoretical and practical experiences.

Method: Competencies to be provided to the students in the program will be the ability for them to provide relevant preservice and inservice personnel training experiences, to conduct quality research, to provide advocacy and legal consultative services, to participate in public policy planning, and to administer agencies and program serving persons with severe communication disorders, and to produce written materials for use by others. The project intends to train four doctoral level professionals who will be able to provide personnel training and service delivery systems for children and adults who unable to meet their daily communication needs through natural speech.

Procurement Number: H029D80049
Grant Number: H029D80049
Competition Number: 84.029D
Title: Leadership Training Program in Learning Disabilities
Performed by: Vanderbilt University
Address: Peabody College Room 512 - Kirkland Hall
Nashville, TN 37240
Phone: (615) 322-8175

Project Director: OSEP Project Officer:
Baker, Janice

Key Staff	%Time: Acad.	Break
Baker, Janice	20	33
De La	Paz,	Susan#10 0
Fuchs, Lynn	5	0
Richards, Heraldo	10	0

Monitoring begin: 9/01/98 Monitoring end: 8/31/02
Fiscal information:

Year	Request	Recomm.	Actual
1998	220274	0	0
1999	220274	0	0
2000	220274	0	0
2001	220274	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1998	6	194520

Abstract

Purpose: This Preparation for Leadership Personnel Project, entitled Leadership Training Program in Learning Disabilities: Bridging the Research-to-Practice Gap, incorporates an innovative approach to training leadership personnel in the area of learning disabilities and address four needs: to increase the capacity for conducting intervention research that improves student outcomes and bridges the research-to-practice gap; to forge strong partnerships between colleges/universities and public schools; to prepare leadership personnel to work effectively with mainstreamed students with learning disabilities and their teachers; and to prepare prospective college/university special education faculty of culturally diverse backgrounds in these areas.

Method: Two cohorts of six high-quality students will be recruited for the project from such institutions as historically black colleges in Nashville and the Project Alliance regional network. A strong partnership will be developed with local schools in which intervention research currently occurs. Throughout their doctoral training, students will participate in research-to-practice apprenticeships for designing and conducting research in collaboration with one general educator who serves the learning disabled population, one special educator, and a faculty mentor. Trainees will participate in seminars on conducting intervention research that bridges the research-to-practice gap and an advisory board will ensure that the graduates of this program can satisfy the demands for conducting research and bridging the research-to-practice gap for mainstreamed students with learning disabilities.

Procurement Number: H029D80050
Grant Number: H029D80050
Competition Number: 84.029D
Title: MSELT: Multicultural Special Education Leadership Training
Performed by: University of Virginia
Address: Curry School of Education 405 Emmet Street S
Charlottesville, VA 22903-2495
Phone: (804) 924-0763

Project Director: OSEP Project Officer:
Kauffman, James M.

Key Staff	%Time:	Acad.	Break
Kauffman, James		M.	#35 35
Hallahan, Daniel		P.	#25 25
Trent, Stanley		C.	#25 0

Monitoring begin: 9/01/98 Monitoring end: 8/31/01

Fiscal information:

Year	Request	Recomm.	Actual
1998	224986	0	0
1999	224666	0	0
2000	224890	0	0

Student Financial Aid

Year	Number of Trainees	Amount
1998	6	169150

Abstract

Purpose: This project extends UVA's established doctoral training program to include collaboration with historically black colleges and universities (HBCUs) in Virginia and North Carolina.

Method: Major program features will be designed to produce teacher trainers with special expertise in multicultural special education. These features include shared teaching between UVA and the HBCUs, instructional internships at the HBCUs, colloquia hosted by each of the institutions focused on multicultural special education, field testing of the procedures developed in the workshops, dissemination of the field-tested products to other teacher trainers, and links to other training projects with emphasis on multicultural issues.

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DATA FORMS

GRANT NUMBER_____PROJECT DIRECTOR_____

AGENCY_____AMOUNT REQUESTED/FUNDED_____STATE_____

PROJECT DIRECTORS AND KEY PERSONNEL OVER .20 FULL TIME EQUIVALENCY							STUDENT ASSISTANCE		INCLUDE GRADUATE ASSISTANT/ASSOCIATE	
	FEDERAL			CONTRIBUTED			FEDERAL SUPPORT TOTAL $	#STUDENTS ON FED SUPPORT PER YEAR	FULL TIME	PART TIME
	AY	ACY	SUM	AY	ACY	SUM				

AY = ALL YEAR, ACY = ACADEMIC YEAR, SUM = SUMMER

CIRCLE CHOICES THAT APPLY

ADD ATTENTION DEFICIT DISORD
ADM ADMINISTRATIVE
APE ADAPTED PHYSICAL ED
ART ART
ASST DEV ASSISTIVE DEVICE
ASSESS ASSESSMENT
AUD AUDIOLOGY
AUG AUGMEN COMM
AUT AUTISM
BIL BILING/BICULT
BL BLIND
CAR CAREER ED
COLL COLLABORATION
CON-TCHR CONSULT TCHR
COUNS COUNSELORS
CORR CORRECTION ED
CSPD COMP SYS PERS DEVELOP
DEAF DEAF
DIST DISTANCE ED
D B DEAF BLIND
GEN GEN SPEC ED
HI HEARING IMPAIRED
INCLU INCLUSION
INTER INTERDISCIPLINARY
INTERP INTERPRETER
LD LEARNG DISAB
LRE LEAST RES ENV
MR MENTALLY RETAR
MH MULTIPLE DISABILITIES
NURS NURSING
OH OTHER HEALTH IMPAIRED
OR ORTHOPEDIC
O-M ORIENTATION/MOBILITY
OT OCCUPAT THER
PARA PARAPROFESS
PARX PARENT TRNG EXPERIMENTAL
POL POLICY
PT PHYSICAL THER
PTI PARENT TRAIN/INFO
PSY PSYCHOLOGY
REC THERAPEUTIC REC
REFM SCHOOL REFORM
REG ED REGULAR ED
RELA RELATED SRVCS
RES RESEARCH
RHC REHAB COUNSELORS
SED SERIOUS EMOT DISTURB
SEV SEVERE
SI SENSORY IMP
S-L SPEECH/LANG IMPAIR
SOCI SOCIAL WORK
TBI TRAUMATIC BRAIN INJ
TECH TECHNOLOGY
TRAN TRANSISTION
VOC VOCATIONAL ED
VIS VISUALLY IMPAIR

DEGREE

AA ASSOCIATE
BA BACHELOR
MA MASTERS
SPEC SPECIALIST
DOC DOCTORATE
POST DOC POST DOCTORATE
CERT CERTIFICATION

SPECIAL POPULATIONS

ASIA ASIAN/PAC ISL
BL BLACK NOT HISP
HBCU HISTORICALLY BLACK COLLEGE/UNIVERSITY
HISP HISPANIC
INC INNER CITY
MIG MIGRANT
NAT NATIVE AMERICAN
RUR RURAL
OTH OTHER

TARGET POPULATION

INF INFANTS 0-2
PRESCH PRESCHOOL 3-5
ELEM ELEMENTARY 6-13
SECONDARY 14-17
POST-SECONDARY 18-21

TYPE OF PROJECT

PRE PRESERVICE
IN INSERVICE

COMPETITIVE PRIORITY

_____
_____
_____
_____

MAJOR FOCUS

_____
_____

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UNITED STATES DEPARTMENT OF EDUCATION

FUNDING DOCUMENTATION FOR GRANTS AND COOPERATIVE AGREEMENTS

(PLEASE READ INSTRUCTIONS ON THE REVERSE BEFORE COMPLETING THIS FORM)

1. PR/AWARD NUMBER

2. NAME OF APPLICANT

3. STATE

4. APPLICANT'S PROJECT DIRECTOR

NAME:

PHONE: ( ) -

5. ENTITY NUMBER

6. ACTION TYPE

NEW ☐

NCC ☐

REV ☐

7. COOPERATIVE AGREEMENT ☐

8. PROJECT LENGTH

____ MONTHS

9. RECOMMENDED AWARD PERIODS

BUDGET PERIOD: / / TO / /

PROJECT PERIOD: / / TO / /

10. BUDGET AMOUNTS

BUDGET CATEGORIES	REQUESTED BY APPLICANT	RECOMMENDED BY PROGRAM STAFF	NEGOTIATED BY GCS	11. BUDGET NOTES PROGRAM	GCS
PERSONNEL					
FRINGE BENEFITS					
TRAVEL					
EQUIPMENT					
SUPPLIES					
CONTRACTUAL					
CONSTRUCTION					
OTHER					
INDIRECT COSTS	(%)	(%)	(%)		
TRAINING COSTS/ STIPENDS					
INSTITUTIONAL ALLOWANCE					
TOTAL					

12. OTHER REQUIREMENTS

COST-SHARE: % $

REPORTS:

13. CARRY-OVER

14. FISCAL DATA

FISCAL YEAR			
CAN			
OBJECT CLASS			
AMOUNT RECOMMENDED			
AMOUNT NEGOTIATED			

15. ED PROGRAM STAFF

PHONE: BLDG/ROOM

REVISED 12/88

REPLACES ED FORMS 5378 & 5378-1, WHICH ARE OBSOLETE

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